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ABSTRACT

This report describes and documents the experiences of various sponsoring organizations and school districts with Project Follow Through, a national program that promotes alternative educational programs for children in grades K-3. The report is based on field visits and interviews with individuals directly involved in the processes of program approach development and implementation. Information was collected by reviewing written material from both program sponsors and their project sites, by visiting selected sponsors and sites, and by interviewing people who had major roles in the implementation process. Chapter 1 provides an overview of Project Follow Through, and chapter 2 describes sponsor program approaches. Chapter 3 describes Follow Through training procedures and some of the major lessons learned on how to change teacher behavior. Chapter 4 discusses both formal and informal evaluation processes at all levels of Follow Through operation. Chapter 5 describes the process of building administrative support during implementation, and chapter 6 describes the process of designing program approaches and procedures for making them operational in school districts. (Author/JG)

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A DESCRIPTION OF FOLLOW THROUGH SPONSOR IMPLEMENTATION PROCESSES

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April 1975

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PREFACE

Follow Through sponsors, funded by the United States Office of Education (USOE), have had seven years of experience translating concepts about early childhood education into operational programs in school districts located throughout the country. This experience constitutes a unique resource for advancing the understanding of what it takes to implement innovative educational programs in American school systems.

The USOE has funded a number of research and evaluation contractors to look at Follow Through implementation from varied perspectives.* Our perspective in this report is descriptive. Its primary purpose is to provide documentation of Follow Through sponsors' and school districts' experiences and the major lessons they have learned in implementing their programs over the seven years since Follow Through began.

The study that follows is based on field visits and interviews with those directly involved in the processes of program approach development and implementation. Information was collected by reviewing written materials from both program sponsors and the communities (or project sites) they worked with, visiting a selection of sponsors and their sites and interviewing the people who had major roles in the implementation process.

To initially design the implementation study our staff, in conjunction with the USOE, selected a ten-person Advisory Committee** representing Follow Through sponsors, consultants and project sites. The committee was convened for a two-day conference in October 1973 for the purpose of advising us on development of a conceptual outline for the implementation

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* Principal contractors were Stanford Research Institute and Abt Associates.

** Members were Dr. Eleanor E. Maccoby (Chairperson), Stanford University; Ms. Margaret Aragon, Follow Through Director, Las Vegas, New Mexico; Dr. Charles E. Billings, General Consultant; Dr. Don Bushell, Jr., Sponsor Director; Dr. Robert L. Egbert, University of Nebraska; Mr. Richard Elmore, Huron Institute; Mr. Richard Feldman, Sponsor Representative; Ms. Caren Silva, Follow Through Parent, Tacoma, Washington; Dr. Garry McDaniels, National Institute of Education; Dr. David P. Weikart, Sponsor Director; Mr. Eugene Tucker and Mr. Laurence R. Wyatt, U. S. Office of Education (ad hoc members).

study and procedures to use in collecting data for the final report. Conference results included an outline of conceptual themes and suggestions for collecting data from a sampling of sponsors and their project sites.

Field visits were preceded by a review of each sponsor's proposals and other relevant documents from our Follow Through Materials Review library, the product of a previous contract with USOE.

From resource materials we prepared individualized interviews with open-ended questions following the conceptual themes outlined by our Advisory Committee.

During field visits to sponsor headquarters and project sites, we used our time talking with people, observing implementation (and related) activities, and producing working notes and records. We talked with people in a wide variety of roles and were especially interested in interviewing persons with direct "hands on" operational responsibilities for various aspects of implementation such as training, evaluation and administration.

We collected information to tell the story at least partially in the words of Follow Through participants. All field interviews were tape recorded and transcribed to be used as direct quotations in the report. A parent in one Follow Through community put it this way:

> *A study of Follow Through has to come out of a study of the people. It has to come out talking about the people. It can't come out talking about the program and that kind of stuff, because we are not a program. We're people.*

As the study was designed and written, it focused on interactions between Follow Through sponsors and their school districts, as well as on interactions among role players in all parts of the implementation system, including:

(1) the trainers, or educators, of adults;

(2) evaluators, or assessors, of the progress of implementation;

(3) administrators who support the implementation process; and

(4) program designers who work out what should happen and how it should work.

Such processes served as organizing principles for the report that follows. After an overview of Follow Through and description of sponsor program approaches, Chapter III describes Follow Through training and some of the major lessons learned in how to change teacher behavior. Chapter IV, on Follow Through sponsor evaluation, tells of both formal and informal evaluation processes at all levels of Follow Through operation -- from day-to-day classroom activity to the sponsor research and development efforts. Chapter V describes the process of building administrative support during implementation, and Chapter VI describes the process of designing program approaches and procedures for making them operational in school districts.

ACKNOWLEDGMENTS

From our initial contact with project Follow Through we have been impressed by the powerful sense of commitment and dedication of such a large network of people joined together into what has come to be called the "Follow Through family." Sponsor staff as well as teachers, parents, trainers and local school administrators have maintained a high level of enthusiasm despite continual strain and pressures. There is a sense of comradeship and genuine concern to improve the quality of education for young children.

It has been within such an atmosphere that we have spent the past two years studying Follow Through and often intensively sharing the experiences of those who have invested their lives in making real what they believe.

The report that follows is the work of many. It represents very thoughtful expressions of Follow Through sponsors who have combined a great deal of skill with a consistent sense of openness and warmth in working with us as we have visited, made special requests and frequently asked for their time. It also represents a very vivid description of the experiences of school district staff and parents who, along with sponsors, feel what they have learned should be shared with others.

A special note of gratitude to Dr. Robert Egbert, the initial Director of Follow Through, who has helped us in innumerable ways throughout the project and has always done so with a style that communicates respect, appreciation and encouragement.

Our project's Advisory Committee was extremely helpful in designing the conceptual basis for this study and reviewing draft copies as the report neared completion.

The cooperation and support of Laurence Wyatt, our Project Officer from the USOE/Follow Through Office, deserves special recognition. His continuous support and encouragement are greatly appreciated. Thanks also should go to Ms. Rosemary Wilson, National Follow Through Director, who supported the purpose of this work and our approach to it.

To Sheryl Wood, David Elliott and David Judd our thanks for authoring the final versions of this report. To Marlene Farr a note of appreciation for her dedication and concern for high quality in the help of the project's efforts.

We have been pleased with the extra dimension we were able to add to the report with the photographs offered by Follow Through sponsors and project sites. They have helped us reaffirm our theme that a description of Follow Through should be a description of the people. Those contributing photographs were: EDC (Sam Cornish), Bank Street (Lois Lord), Hampton Institute (Reuben Burrell), High/Scope Foundation (Donal Moore and Gary Easter), Fairfield County, South Carolina Follow Through Project (Harold Scarbro), Arizona and Georgia State.

Our acknowledgments to Donal Moore of High/Scope Foundation for the cover photograph and to Dan Stephens for advice and assistance with graphic design.

NERO AND ASSOCIATES, INC.

David M. Nero, Jr.
President

DEJ/DMN/mf

OVERVIEW

FOLLOW THROUGH AND EDUCATIONAL CHANGE

Since 1967 a national project called Follow Through has been promoting alternative educational programs for children in kindergarten through third grade in communities across the nation. Follow Through has had two fundamental purposes. One has been to provide educational services to children and their families. The other has been to learn more about alternative educational programs and what they can do for young children. But alternative programs can be studied only as they come into being in local settings where other programs previously existed. Thus, Follow Through became a program for educational change because those involved in it organized themselves to bring about certain comprehensive reforms in instructional programs for children and their families.

That cooperative change process, called implementation in this report, involved the local development of instructional program approaches in a number of communities and school districts called project sites. Outside change agents, called sponsors, each has advocated a different approach to primary education and has introduced it at these local sites. We have called the objects of implementation program approaches because they represent different ways of organizing an instructional program with a strong set of ideas about how children learn and how they might best be taught. Each program approach had been at least partially developed before being introduced to Follow Through sites, and in most cases each was still further developed and refined in the course of implementation.

The implementation process is cooperative because both sponsors and sites have participated in training, evaluation and policy making. They have also assumed joint responsibility for seeing to it that the entire effort goes as successfully as possible. That is, both sponsor staffs and local site people -- teachers, parents and administrators -- have been mutually accountable.

Many familiar change approaches or strategies have been used in Follow Through, but that joint accountability has created pressures to succeed. This, combined with generous resources, has produced a concentration of energy and a fiercely loyal commitment that has speeded up the dynamics of self-study and the trial of new procedures and materials. The pressure to succeed has also helped those involved to deal with many of the well-known obstacles to change more successfully than in most past educational change efforts.

Follow Through certainly has not avoided confronting most of the kinds of problems faced by anyone attempting to alter the well-entrenched conventions of the public schools (or any other well-established institution). However, a composite picture of Follow Through sponsor/site collaboration reveals a rather promising approach to educational reform. This report contains just such a composite picture of an approach which we think should be applicable not only to other early childhood programs, but also to other levels of schooling and education -- providing those interested are willing to put in some hard work over a period of years.

WHAT IS FOLLOW THROUGH?

Follow Through is for children in kindergarten through third grade. As a national project, Follow Through has brought together sponsor and site people, under the general sponsorship of the federal government, to bring about changes in the kinds of educational settings and services children have access to. This section describes some of the main elements of Follow Through and how it all came about.

Sponsors

Follow Through cannot be fully understood without further consideration of the functions which have been assumed by program sponsors. The association of a project site with a program sponsor was intended to serve several functions which were seen to be essential if Follow Through was to be effective in implementing comprehensively innovative programs. The sponsor would:

- provide the community with a well-defined, theoretically consistent and coherent approach that could be adapted to local conditions, including a foundation for comprehending and describing results of evaluation efforts;
- serve as an outside change agent;
- provide the continuous technical assistance, training and guidance necessary for local implementation of the program approach;
- be accountable in a more demanding, ultimate sense than is typical for teacher educators;
- exercise a "quality control" function by constantly monitoring the progress of implementation;
- provide a source of program constancy to assist the community in retaining a consistent focus on the objectives and requirements of the approach rather than responding in an ad hoc manner to the daily pressures on project operations; and
- insure implementation of a total program, rather than a small fragment.

The following two pages contain a listing of the 13 sponsoring organizations included in the implementation study. (All 22 Follow Through sponsors are identified with addresses in the Appendices of the report.) The chart includes: (1) sponsoring organizations, (2) the official title of each sponsor's program approach, (3) the name of the sponsor director, and (4) a listing of sponsors' project sites.

SPONSOR ORGANIZATIONS	PROJECT SITES	
AFRAM AFRAM Parent Implementation Approach AFRAM Associates, Inc. Harlem, New York Preston Wilcox	Alcona, Mi. Atlantic City, N.J. East Harlem, N.Y. Flint, Mi. Highland Pk. Free School Boston, Ma.	Morgan Comm. School, Wash., D.C. Pulaski Cty., Ar. Roxbury Comm. School, Boston, Ma.
KANSAS Behavior Analysis Approach Support and Development Center for Follow Through Dept. of Human Development University of Kansas Lawrence, Kansas Don Bushell, Jr.	Bronx, N.Y. (PS 6 & PS 77) Indianapolis, In. Kansas City, Mo. Louisville, Ky. Pittsfield, Ma. Philadelphia, Pa.	Hopi Reservation, Az. Meridian, Il. No. Cheyenne Reservation, Mt. New Madrid Cty., Mo. Trenton, N.J. Waukegan, Il.
HIGH/SCOPE Cognitively Oriented Curriculum Model High/Scope Educational Research Foundation Ypsilanti, Michigan David Weikart	Trinidad, Co. Okaloosa Cty., Fl. Le Flore Cty., Ms. Central Ozarks, Mo. Riverton, Wy. (incl. a non-public Indian reservation school)	PS 92, N.Y., N.Y. Howland & Lathrop Schools, Chicago, Il. Greeley, Co. Denver, Co. Seattle, Wa.
BANK STREET Developmental-Interaction Approach Bank Street College of Education New York, New York Elizabeth Gilkeson	New York City, PS 243 Philadelphia, Pa. Rochester, N.Y. Wilmington, De. Plattsburg, N.Y. Brattleboro, Vt. Macon Cty., Al.	Boulder, Co. Cambridge, Ma. Elmira, N.Y. Fall River, Ma. Hamden-New Haven, Ct. Honolulu, Hi. Huntsville, Al.
EDC EDC Open Education Program Education Development Center Newton, Massachusetts Grace Hilliard	Laurel, De. Johnson Cty., N.C. Lackawanna Cty., Pa. Rosebud, Tx. Burlington, Vt.	Wash., D.C. (Morgan School) Chicago, Il. Roxbury, Ma. Patterson, N.J. Philadelphia, Pa.
FLORIDA Florida Parent Education Program University of Florida College of Education Gainesville, Florida Gordon E. Greenwood (formerly Ira Gordon)	Richmond, Va. Philadelphia, Pa. Yakima, Wa. Jacksonville, Fl. Hillsborough Cty., Fla. Chattanooga, Tn.	Houston, Tx. Jonesboro, Ar. Lawrenceberg, In. Lac du Flambeau, Wi. Fairfield Cty., S.C.
HAMPTON Hampton Institute Nongraded Model Hampton Institute Hampton, Virginia Mary T. Christian	Atlantic City, N.J. Pulaski Cty., Ar.	Roman Catholic Archdiocese, N.Y., N.Y. Bradley Cty., Tn.

SPONSOR ORGANIZATIONS	PROJECT SITES	
PITTSBURGH		
Individualized Early Learning Program Learning Research & Development Center University of Pittsburgh Pittsburgh, Pennsylvania Tony Eichelberger	Waterloo, Ia. Texarkana, Ak. Akron, Oh. Randolph Cty., W.V.	Lock Haven, Pa. Montevideo, Mn. Belcourt, N.D.
NORTH DAKOTA		
The New School Approach to Follow Through University of North Dakota Center for Teaching and Learning Grand Forks, N.D. Vito Perrone	Burlington-Edison-Ferndale School Districts, Wa. Fort Yates, N.D. Gallup-McKinley County Schools, N.M. Great Falls, Mt.	
GEORGIA STATE		
Parent Supported Application of the Behavior Oriented Prescriptive Teaching Approach Georgia State University Atlanta, Georgia Walter Hodges	Daviess Cty., Ky. Natchitoches Parish, La.	
FAR WEST		
Responsive Education Pgm. Far West Laboratory for Educational Research & Development San Francisco, Ca. Denis Thoms (formerly Glen Nimnicht)	Berkeley, Ca. Fresno, Ca. Duluth, Mn. St. Louis, Mo. Washoe Cty., Nv. Buffalo, N.Y. Cleveland, Oh.	Salt Lake City, Ut. Tacoma, Wa. Owensboro, Ky. Lebaron, N.H. Golusboro, N.C. Sumter, S.C. Marshfield, Wi.
ARIZONA		
Tucson Early Education Model University of Arizona Arizona Center for Educational Research & Development Tucson, Arizona Joseph M. Fillerup	Walker Cty., Ga. Vincennes, In. Vermilian Parish, La. Pike Cty., Ky. Choctaw, Ms. Chickasha, Ok. Shawnee, Ok. Hoonah, Alaska Tucson, Az. Los Angeles, Ca.	Des Moines, Ia. Wichita, Ka. Baltimore, Md. Lincoln, Nb. Newark, N.J. Lakewood, N.J. Santa Fe. N.M. Durham, N.C. Fort Worth, Tx.
OREGON		
University of Oregon Engelmann/Becker Model for Direct Instruction University of Oregon Follow Through Project Dept. of Special Education Eugene, Oregon Wesley Becker & Siegfried Engelmann	Todd Cty., S.D. Rosebud Comm. Action Pgm. S.D. Uvalde, Tx. West Iron Cty., Mi. Dimmitt, Tx. Flippin, Ar. Smithville, Tn. Cherokee, N.C. Williamsburg Cty., S.C. Tupelo, Ms.	Flint, Mi. Racine, Wi. East Las Vegas, N.M. Grand Rapids, Mi. Brooklyn, N.Y. (PS 137) East St. Louis, Il. Providence, R.I. Wash., D.C. (Nicholas Av. School) Dayton, Oh.

Typically, each sponsor consists of a director and a staff with functional roles such as training, program and materials development, evaluation and administrative services. Sponsors are located within college or university departments (Arizona, Bank Street, Florida, Georgia State, Hampton, Kansas, North Dakota and Pittsburgh), federally supported research and development laboratories (Far West) or independent non-profit organizations (AFRAM, High/Scope and EDC). The headquarters staff may consist of as many as 50 or as few as six professional and clerical people, with the number varying according to the number of community sites where the sponsor provides services.

Program Approaches

Follow Through program approaches reflect a broad spectrum of theoretical positions, from highly structured instructional approaches stressing academic skills to far less structured approaches which emphasize the development of a child's confidence, attitude toward school and the development of competence. Two sets of approaches are not directly concerned with classroom instruction. One assists parents, particularly in teacher-short rural areas, to supplement their children's education at home. The other emphasizes a more active role for parents in school decision making about how and what their children learn. (See Chapter II.)

Follow Through Guidelines

All sponsors and school districts participating as Follow Through sites, regardless of their approach, were required by the United States Office of Education (USOE) to involve parents in varied ways in the education of their children. Parents were to become integral parts of Follow Through projects -- in classrooms as volunteers or paid assistants, in some programs as home teachers and in parent organizations.

The USOE/Follow Through guidelines made it mandatory from the beginning that parents play an administrative, policy-making, decision-making role in the education of their children through an organization at project sites known as the Policy Advisory Committee (PAC).

In order to ensure that the Policy Advisory Committees play a central and active role in the project, the guidelines require at a minimum that they:

1. *develop bylaws which define the purposes and procedures of the committee;*
2. *help to develop and approve project applications;*
3. *assist in the development of criteria for selection of project staff and review prior to implementation;*
4. *assist in the recruitment and hiring of project staff;*
5. *assist in the development of procedures for selecting eligible children for the project and assure that such procedures continue to be followed;*
6. *assess the effectiveness of the project and make recommendations for improvement to the project coordinator and/or other appropriate personnel;*
7. *establish and implement procedures under which grievances of parents and other interested persons can be promptly and fairly considered;*
8. *help to plan and organize educational and social activities for Follow Through parents;*
9. *mobilize community resources and secure the active participation of Follow Through parents in the project;*
10. *represent the interests and concerns of the parents, professional organizations and public agencies;*
11. *keep all Follow Through parents informed of ongoing and new project activities as well as important decisions to be made; and*
12. *develop procedures to keep itself informed regarding parent needs and desires and to communicate with all parents of children in the project.*

--HEW PAC and Parent Involvement Guidelines.

In addition to the requirement of involving parents, the USOE/Follow Through has also expected project sites to provide comprehensive services to Follow Through children and their families. Each site has been required to provide a health program that includes preventive medical, dental and psychological screening, referral and treatment procedures, as well as health education and counselling for children, parents and staff. Every child is to be served a daily lunch (preferably hot), appropriate snacks, and breakfast and supper where necessary. A wide range of social services has also been part of the program with Follow Through encouraging and assisting families in making use of existing community services and resources.

HISTORY OF FOLLOW THROUGH

The Follow Through program can best be understood in the context of national events taking place in the mid-1960's. The social legislation of the 1960's was a natural outgrowth of the civil rights movement of the 1950's and early 60's, reflecting increased national concern about poverty and the problems faced by ethnic minorities. This legislation was produced under the leadership provided by the Kennedy and Johnson administrations in attacking such problems.

Perhaps the most direct and certainly the most controversial attack on social problems resulted in the Economic Opportunity Act of 1964 (EOA). Although this legislation (Public Law 88-452) did not have an intentional focus on programs for young children, it was vague enough to permit their introduction. During the winter of 1965 an advisory committee planned the initiation of some experimental early childhood projects (Head Start) for the ensuing summer. Early projections indicated that as many as 100,000 children served by 12,000 teachers might be enrolled in this first summer of Head Start. The response from across the nation far surpassed the estimate of the original planners with the enrollment of 560,000 children in 47 percent of the nation's counties. This tremendous response and attendant publicity further stimulated interest in the early childhood period, especially as it related to long-range solutions to problems of poverty and ethnic minority groups.

The decision to request a Follow Through program was stimulated by a single follow-up evaluation of children who were enrolled in the first eight week Head Start projects in the summer of 1965. This evaluation indicated that the school readiness increase expected from the summer Head Start experience was not reflected in achievement test gains at the end of kindergarten.

> *The readiness and receptivity they (the children) had gained in Head Start has been crushed by the broken promises of the first grade.*
>
> --Sargent Shriver

In 1966 the Director of the Office of Economic Opportunity, Sargent Shriver, called for a follow-up of Head Start children into the early elementary grades. The program for providing such follow-up would be called Follow Through.

The eventual legislation in 1967 authorizing both Head Start and Follow Through reads:

> *(1) A program to be known as "Project Head Start" focused upon the children who have not reached the age of compulsory school attendance which, (a) will provide such comprehensive health, nutritional, education, social and other services as the director finds will aid the children to attain their full potential, and (b) will provide for direct participation of the parents of such children in development, conduct and overall program direction at the local level.*
>
> *(2) A program to be known as "Follow Through" focused primarily upon children in kindergarten or elementary school who were previously enrolled in Head Start or similar programs and designed to provide comprehensive services and parent participation activities as described in paragraph (1), which the director finds will aid in the continuing development of children to their full potential. Funds for such programs shall be transferred directly from the director (of OEO) to the Secretary of Health, Education and Welfare. Financial assistance for such projects shall be provided by the Secretary on the basis of agreements reached with the director directly to local educational agencies except as otherwise provided by such agreements.*
>
> --Economic Opportunity Act of 1964, as amended, Section 222(a).*

Those who authored the Follow Through legislation clearly intended that this program should:

- focus on poor children;
- be a community action program and involve people from the community in the program planning and decision-making process;

*This has now been superseded by the Community Services Act of 1974, PL-93-644. Title V of this act is entitled "The Head Start - Follow Through Act."

- be explicitly related to Head Start both in program content and in children served; and
- be a service-oriented program.

Long before Follow Through was actually authorized, the staff of the U. S. Office of Education and the Office of Economic Opportunity began plans for a major service delivery program to commence in the fall of 1968. When the likelihood of reduced funding became known, a major shift in program direction occurred. Follow Through shifted its proposed focus on a service-oriented project to the development, refinement and examination of alternative approaches to education and development that would be implemented for young, "disadvantaged" children.

In preparation for such a program, Follow Through sponsored three series of meetings in late 1967 and early 1968 under the leadership of its Director at the time, Dr. Robert Egbert. One series involved early childhood education, social organization, training, research and the behavioral sciences experts -- Robert Hess, Halbert Robinson, Robert Thorndike, Urie Bronfenbrenner and Don Baer. A second series included persons who had gained recognition for planning, describing and initiating new program approaches which appeared to have some promise for working with young, poor children. This group included such persons as Glen Nimnicht, David Weikart, Ira Gordon, Lauren Resnick, Leonard Sealey, Marie Hughes, Don Bushell, Larry Gotkin and Siegfried Engelmann.* The third series included local, state and regional OEO and education representatives. These meetings generated the decisions which determined much of Follow Through's future.

Although agreement was not unanimous, the first group of meetings confirmed the USOE staff judgment that a "program sponsor" concept should be implemented. The sponsorship strategy requested each community select from a set of pre-developed program approaches the one they would like to adopt, and then work with the program developer or sponsor in the further development and implementation of the approach.

*Except for Larry Gotkin and Leonard Sealey, the persons named here were (or are) all directors of Follow Through sponsor organizations included in this report.

In the second set of meetings, approximately twenty-five program developers described and outlined potential Follow Through programs. These presentations indicated no one was fully prepared to move into the primary grades with a completely developed, radically different approach to working with young children. Despite their limitations, a number of approaches seemed to be sufficiently well developed to have a secure and supportive instructional base to justify Follow Through inclusion. However, it became clear that Follow Through sponsors would need to continue program development efforts while working on implementation strategies and helping communities to begin their Follow Through projects.

In the absence of precedents, no one knew the capacity of sponsors, either individually or collectively, to work with communities. Whether a sponsor could work with two or five or ten projects in varying locations (or sites) was totally unknown. Indeed, one of the most perplexing issues facing Follow Through in February 1968, was estimating what would be involved in sponsorship. Strategies for field implementation of new educational programs had to be planned and resources allocated for these plans, but serious attention to this issue was pre-empted by program content concerns and with establishing appropriate associations between communities and potential sponsors.

At the meetings of local, state and federal education and OEO representatives it was decided that: (a) communities could be pre-selected and participate in Follow Through if states were involved in the selection, (b) communities could be required to choose from a restricted set of program approaches, associate with a sponsor and accept the assistance of the sponsor in developing and implementing the approach; (c) communities could be required to contribute an amount of Title I money equal to 15% of the EOA grant or 10% of the Title I grant, whichever was less; and (d) communities could be required to involve parents and other community members in program planning and operation.

USOE was to provide support to sponsors and project sites through project officers, and through a contracting consulting firm coordinating persons first called general consultants and later "specialists."

The project officer was a USOE employee, typically assigned to work with from 18-22 local projects; the general consultant was typically a university or social service agency employee, employed by a consulting firm under contract with USOE to provide technical assistance to one, or perhaps two, local projects.

Although project officers were charged with program monitoring, they have also had a facilitator/developer responsibility. The general consultant has not worked primarily in the area of the sponsor's program approach (typically the school curriculum/instruction program). Instead, the consultant's primary concern has been to assist in developing those areas of the program not covered by the sponsor. Usually this has included health, nutrition, social services, psychological services and, very specifically, the parent program including the Policy Advisory Committee (PAC).

MAJOR STRENGTHS OF FOLLOW THROUGH

The strength of the Follow Through approach to educational change through the implementation of alternative programs has four main sources: joint accountability, comprehensiveness, theoretical drive or "design guidance " and linkages. These are major themes which will appear throughout this report; each is introduced briefly in this section and each will be recapitulated in the concluding chapter.

Joint Accountability

The United States Office of Education funded both Follow Through sponsors and Follow Through school districts expecting them to work jointly to implement the respective program approach. A good deal of pressure has been put on districts and sponsors to stay together for the duration of the program. It has been difficult to get a divorce, even though sponsor-site contracts are re-written annually.

This pressure for sustained union has proven to be one of the critical factors in facilitating change with the sponsorship design. A sponsor director emphasized the value of this "no divorce" climate.

> *The fundamental rock that became absolutely critical was that we were tied to that school district and they were tied to us. Even if they wanted to change (sponsors), that didn't happen. No matter how sick we may have gotten over a particular school district or how sick they got over us, we had to live through a cycle of relationships that allowed change to occur in both parties. That lacing together was critical.*

In the initial years of Follow Through, USOE set the tone for a non-competitive, mutually accepting planned variation design. A sponsor director reflects on the atmosphere that was created, both in the way sponsors were approached by USOE staff and in the expectations held of them. USOE staff treated sponsors as colleagues rather than as adversaries, and encouraged them to carry on the same relationship among themselves.

> *Right from the beginning when I first met the USOE staff they talked with each sponsor group -- always as our colleagues. One of the clearest messages was, "You must resolve your differences in a fashion that isn't a power struggle." They acted that way as well as talked that way.*

They didn't act...dictatorial to the sponsors. But instead said, "What is the best way to go about meeting your goals -- which we are all trying to accomplish together."

--Sponsor Director

Comprehensiveness

One problem that has plagued most change efforts in recent decades is fragmentation. Elements of a program which, harnessed together, might produce significant reform were introduced separately or in inadequate combinations. The "critical mass" for a sustained reaction, in effect, is seldom reached. The situation is a familiar one. Efforts to bring about reform have involved such measures as the re-thinking of single subject areas (e.g., "new math"), or the introduction of learning centers, or new grouping arrangements (e.g., team teaching and non-graded classes), or the writing of syllabi, objectives (e.g., behavioral objectives) or instructional materials. Similarly, teacher (adult) training has consisted mainly of academic coursework, or professional workshops run by consultants, or parent education classes -- all of relatively short duration and not necessarily related to the kinds of elements mentioned above or to one another.

Follow Through has combined many elements of the sort just mentioned into integrated patterns (program and implementation approaches) which encompass a wide range of subject and other learning areas, and include parents and community as well as classrooms and schools.

In addition, Follow Through has avoided the traditional obsession with the search for the one "best" type of program or method of teaching to suit all grade levels, subjects, children and communities. In planned variation -- that is, in the development of more than twenty different instructional programs and the adaptation of most of these to the characteristics of local sites -- Follow Through has offered alternative education. It has offered the possibility of matching community (and individual) needs and preferences to instructional programs ranging from "behaviorist" approaches that emphasize the direct teaching of basic skills, to "open classrooms" where much of the learning takes place through child-initiated activities and projects.

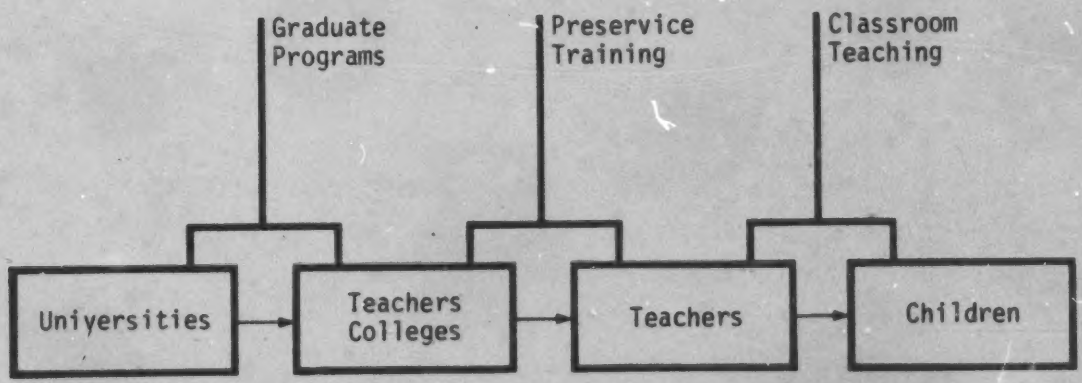
Design Guidance

Another Follow Through feature making comprehensive program reform possible relates to individual sponsor approaches guided by a fairly integrated and powerful set of ideas about how children learn and how to best provide such an educational setting. These ideas resemble navigators' maps or builders' blueprints by providing direction for educational activities and bases for decision making as well as being subject to further revision and development. Through design guidance people at diverse sites introduce ways of working with children and adults with remarkable similarity even though they have been adapted to differences in local conditions and individuals. Each program approach guiding framework allows adaptations in ways consistent with the basic beliefs and values of its sponsor.

Linkages

Another main Follow Through strength can be described in contrast to the more familiar educational scene. In common practice, the people with functions similar to those in Follow Through are usually separated from one another except for relatively brief encounters or short-term associations. (See Figure 1.)

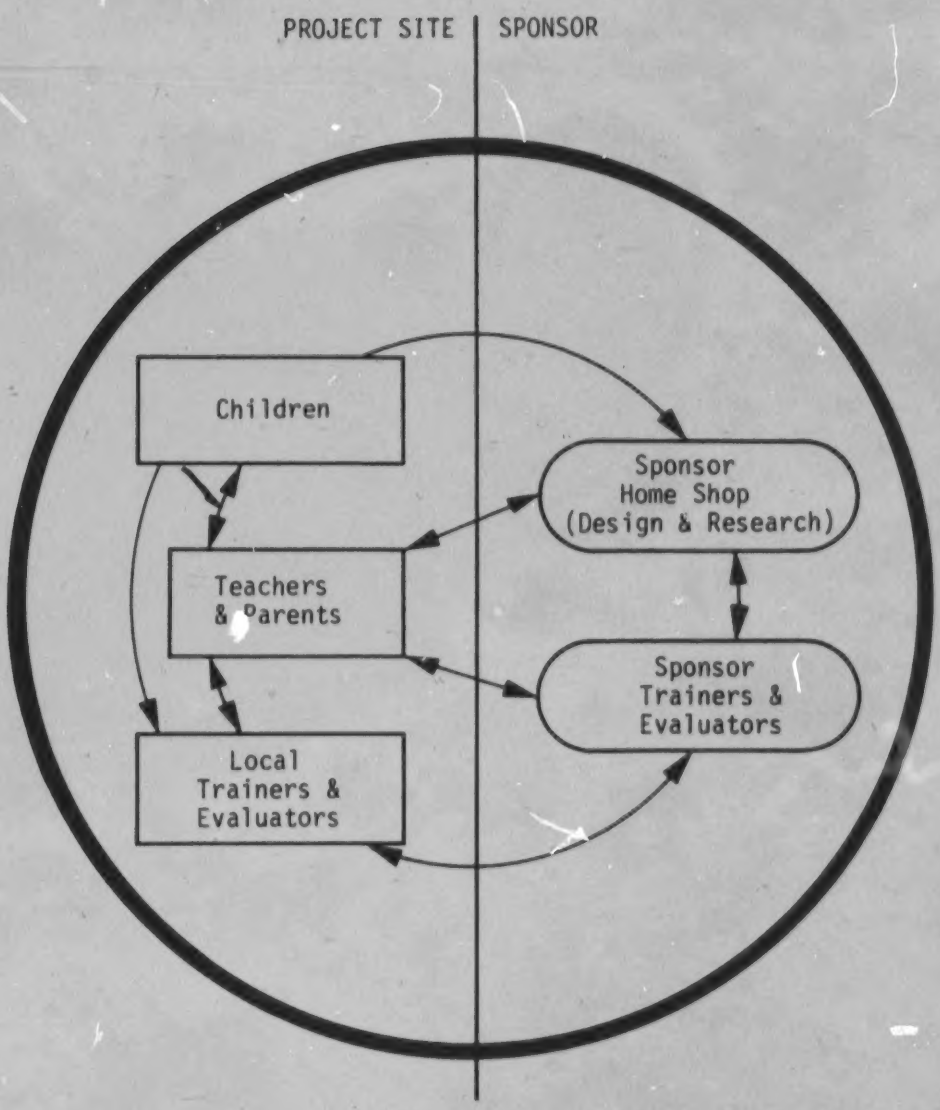
FIGURE 1



For example, university faculty (theorists and researchers) who, like many sponsor directors, formulate or synthesize and publish ideas about educational problems and proposed solutions, are not typically in regular contact with faculty members from teachers colleges and local curriculum development personnel (whom they train), or with teachers, parents and children. Likewise, teacher education staff members, with functions similar to those of sponsor field representatives and local trainers, typically work only with pre-service student teachers and have little or no contact with either the practicing teachers who are their graduates or with the students of those teachers -- the children of the public schools. In addition, college faculties do not usually have regular working relationships with local district personnel who are responsible for curriculum development and the in-service training of teachers (or parents) except for occasional short-term workshops or consulting visits. Most important, there is very little two-way dialogue, or exchange of information and ideas between and among the various "levels" of educator and student, from theorist to child, through teacher educators, curriculum workers, teachers and parents.

Contrast the situation depicted just above with the many-stranded linkages diagrammed in Figure 2 on the following page. In Follow Through, for the most part, the linkages are much more complete and communication flows in both directions between the various people that are involved. For example, core staff in the sponsor home shop are in close and regular contact with sponsor field representatives and evaluators. Many sponsor directors spend a good deal of time on the telephone with local sites and may visit sites several times a year. Even if they are not in direct contact with teachers and children, sponsor directors and other home shop staff study information (test scores, local trainer reports, classroom observation results, etc.) from classrooms and homes, thus keeping in touch with some aspects of what is happening with the main recipients of Follow Through services.

FIGURE 2



The importance of these linkages should be made clear in various parts of this report. We describe the sponsors' various ways of relating theory to practice (and vice versa) through allowing practice regularly to influence theory (and vice versa).

First, however, it is important to describe in more detail the subject of Follow Through program approaches, which have been the direct objects of sponsor implementation efforts.

CHAPTER II

PROGRAM APPROACHES

INTRODUCTION

In the preceding chapter we identified the main thrust of Follow Through and this report as the local development of innovative early childhood education program approaches in classrooms and homes. In this chapter we introduce some highlights of these programs which have been the main objects of sponsor efforts over the seven years that Follow Through has been in operation. One of the qualifications of sponsorship has been the advocacy of a program approach, or a distinctive set of ways of helping children and adults develop and learn. Understanding sponsors and the concept of sponsorship hinges to a large extent on understanding the concept of alternative program approaches, or planned variation.

PLANNED VARIATION

In designing programs, sponsors have created planned variation. There are a number of sponsors who have agreed to disagree with one another about the kinds of educational experiences that will best enhance the development of young children. This meant at the outset that communities had a number of alternative program approaches and sponsors to choose from. This characteristic of Follow Through derived from the fact that no one program approach was known to be "best." Thus, whether or not it was originally conceived of that way, Follow Through has become an experiment in alternative education that offers parents, children and teachers opportunities to become involved in early childhood programs that were (and are) both different from most conventional school programs and from one another, and thus more easily matched to local needs.

Each sponsor's approach to early childhood education contains an integrated set of values and beliefs about teaching and learning, as well as translations of those theories or beliefs into practical applications. As is indicated in Chapter VI, each sponsor has a fairly consistent set of ideas concerning what constitutes good educational experiences, ideas which extend in most cases to a whole range of decisions which they have had to make in the course of developing program approaches and implementing them at local sites.

On the basis of such sets of assumptions certain recommendations have been made about the kinds of teaching methods, materials, program content and testing methods that might best be employed by teachers, parents and other adults. These recommendations came out as comprehensive plans for a primary school curriculum that include a range of subject areas, involve adults in addition to teachers in the instructional process and in two cases carry out at least part of the instruction in children's homes.

Each sponsor's program approach has certain distinctive characteristics which set it apart from those of other sponsors. An approach may

emphasize changing adult attitudes, producing materials, arranging a learning environment, managing children's and teachers' use of the learning environment or changing specific teaching techniques.

Some approaches aim directly at changing children's behaviors. Others invest their resources in changing teacher and teacher assistant behaviors. The targets of others are parents, school systems and communities. Some are curriculum designs for teaching children in kindergarten through grade three. These may have instructional content, methods of teaching, processes for learning, ways of evaluating and record keeping, as well as techniques for teachers to set up the learning environment and manage the classroom. Sponsors with approaches of this type that are included in our implementation study are Bank Street, EDC, North Dakota, Hampton, Far West, High/Scope, Oregon, Pittsburgh, Arizona and Kansas.

> *Learning is broadly defined by the Follow Through concept to include not only the acquisition of cognitive or academic skills, but also the optimal development of emotional health, social and physical competence and a sense of self-worth. Follow Through sponsors have operationalized their separate child development and educational philosophies toward those goals and as a result have created unique instructional program approaches. These approaches range from structured programs that are primarily concerned with the cognitive growth and development to programs whose free and open environments encourage self-directed activity. The sponsors' approaches are not easily categorized because they encompass varying combinations of activities, curriculum and structure. (Ital. author's) All the programs are designed to promote intellectual and social-emotional development, but in varying degrees with different time schedules.*
> --Jane A. Stallings, Follow Through Program Classroom Observation and Evaluation 1971-72, p. 259, Aug. 1973.

Other Follow Through program approaches are ways to train parents as educators and policy- and decision-makers in their child's school system. Sponsors with programs of this type included in our implementation study are Florida, Georgia State and AFRAM.

Two meanings of the term "program approach" apply here. On one hand a program approach is a theory which represents an ideal and provides a constant frame of reference to guide the actions of those who have a role in implementing an educational program. A program approach provides an integrated context in which to understand and develop the parts of an instructional program and the roles that are related to it as well as a basis for filling in the details that have not yet been worked out and a guide rope to hold onto as the theory is being (often gradually) worked out in practice.

On the other hand, a program approach is an operating instructional system which contains the materials, the teaching-learning interactions, the assessment and record-keeping activities that make up the day-to-day pattern of classroom and home teaching. It is each sponsor's implementation process that connects theory with practice and makes for a unified approach. The degree of implementation -- the extent to which the theory is successfully translated into practice -- at any given point in time varies across program approaches, sponsors and sites.

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PROGRAM CHARACTERISTICS

Since it is the purpose of this report to discuss how program approaches have been implemented, we do not attempt to provide full descriptions of the thirteen early childhood program approaches covered in this report. We do, however, feel it important for readers to be able to identify basic characteristics of program approaches, to refer at least impressionistically to different sponsors, and to become aware of the type of changes in behavior and schools that sponsors have required.

An overview of the thirteen sponsors' basic values and beliefs is included in an appendix, as is a bibliography of references to other more detailed descriptions of program approaches.

In this chapter we deal with groupings of sponsors to highlight what program approaches look like in practice and to show the main kinds of adult skills and attitudes that are important to various kinds of program approaches. These have become the main focus of sponsor implementation which is described in the next section of this report.

In reading these sketches, the reader should keep the following cautions in mind.

1. There are many similarities across program approaches, but there are also some important, although not readily apparent, differences.

2. Some program approaches are easier to describe (in words) than others; all must be visited, or related to other programs already known to the reader, in order to understand variations within as well as across approaches.

3. Programs have changed a lot over time, usually in ways that are consistent with an original set of assumptions. So, any program approach may look different one year than it did the year before. The elaboration and refinement of a program approach design takes place over time because nobody is wise enough to work out all at once the complex engineering that goes into devising training programs and putting ideas into practice. No one can anticipate in advance all the kinds of questions and problems affecting

program approach design that will come up at different sites in the course of implementation. Continuing work on program design has been initiated in large part as a response to questions and problems that come up in the course of day-to-day training, teaching, administering and evaluating at the field sites. These questions include what kinds of materials to develop and use, how to introduce reading or math, how to assess student progress and report to parents, how to involve adults in classrooms, how to get administrative support, etc.

There are many ways sponsor program approaches can be clustered in order to highlight their characteristics. In the balance of this chapter sponsor programs will be clustered, first around six terms that are commonly used to describe educational programs today:

(1) non-graded,
(2) prepared environment,
(3) programmed materials,
(4) child centered,
(5) open classrooms, and
(6) parent/home focus.

A second means of clustering will be around what we are calling program design elements:

(1) goals and objectives,
(2) curriculum content,
(3) teaching-learning methods and roles, and
(4) evaluation.

Familiar Educational Groupings

One way to begin to get an idea of distinguishing characteristics among program approaches in Follow Through planned variation is to see them grouped under terms that have also been used to describe programs beyond Follow Through. On the basis of available descriptions, we have grouped the thirteen sponsor program approaches in our implementation study under six headings. The chart on pages 27 & 28 lists a series of key

words and phrases that are commonly used in characterizing each approach. These key words can serve as handles for remembering program approaches as sponsors are mentioned throughout the remainder of this report. The handles are drawn from our own experience in being introduced to program approaches, in listening to sponsors talk about themselves and about each other, and from sponsors' proposals and program descriptions.

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Nongraded Program - Hampton: Hampton Institute Nongraded Model

(nongraded, individualized, lesson plans, diagnostic teaching, continuous progress...)

Prepared Environment - Far West: Responsive Educational Program

(cultural pluralism, cognitive development, healthy self-concept, problem-solving, discovery learning, responsive principles, perspectives, choices, repertoire...)

Arizona: Tucson Early Education Model

(process curriculum, language experience, plan-implement-evaluate -PIE- cycle, orchestrated learning experiences, children's committees, choices and options, individualization, interest centers, small heterogeneous groups...)

Programmed Materials - Oregon: Engelmann/Becker Model for Direct Instruction

(DISTAR direct programmed instruction, small group instruction, error data, hand signals, teaching sequence, reinforcement of learning, continuous progress tests...)

Kansas: Behavior Analysis Approach

(behavior analysis, programmed materials, contingent reinforcement, tokens, parent handwriting aides, computer printout, weekly individual child progress report...)

Pittsburgh: Individualized Early Learning Program

(structured curricula and instruction, prescriptive and exploratory learning, traveling teacher role, reinforcement of learning, self-scheduling, planning for individual children, parent training, clinical supervision, criterion-referenced testing...)

Child-Centered -	Bank Street: Developmental-Interaction Approach (personal involvement in learning, cognitive-affective integration, social competence, experimental programming, inter-disciplinary team approach, dialogue with parents...) High/Scope: Cognitively Oriented Curriculum (application of Piaget tasks and concepts, child-initiated learning, daily routine, interest centers, self-expression and communication...)
Open Classroom -	EDC: EDC Open Education Program (advisory approach to teacher development, process of learning, raw materials, exploration, creativity, teaching styles...) North Dakota: The New School Approach to Follow Through (open education, the New School Approach, primacy of the individual, natural materials, learning to learn, self-directed learning...)
Parent/Home Focus -	Georgia State: Parent Supported Application of Behavior-Oriented Prescriptive Teaching Approach (home visitors, teaching assistants, diagnostic/prescriptive direct instruction, individualized tutorial/small group learning activities, parents teaching at home, optional learning kits, self-evaluation...) Florida: Florida Parent Education Model (parent education, parent educators, parent educator weekly report, parent education cycle, policy advisory committee, parents as decision makers...) AFRAM: AFRAM Parent Implementation Approach (adult attitudes toward self-help, acceptance of parents as decision-makers, community organization, policy advisory committee, parents' non-negotiable rights...)

Program Design Elements

The overall design of any instructional program contains four pivotal elements: (1) goals and objectives -- ideas about what the program is attempting to accomplish; (2) the scope of the program content -- including content in regular school subject areas and the order in which it is presented or taken up; (3) the methods of teaching and learning which are employed -- including adult/child roles, teaching-learning activities and classroom or home organization; and (4) the means that are employed to assess progress, by children and others, toward program goals and objectives. The program approaches of Follow Through can also be characterized by these four design elements.

Goals and Objectives. The program approaches of various sponsors range widely in the ways expected outcomes have been identified. In one cluster are programs with specific objectives stated and often arranged sequentially in the order they are expected to be achieved. The most common example of a way sponsors in this cluster (Oregon, Kansas, Pittsburgh, Hampton and Georgia State) handle this is through behavioral objectives. These include the behavior the student is supposed to learn, the conditions under which that behavior should appear and the level of mastery. This can be illustrated with an example.

> Given daily classroom opportunity to read independently, the child will demonstrate his ability to concentrate on independent reading by sitting quietly and reading without becoming restless, inattentive or distracted for at least 20 minutes. (Mastery Criterion: 80% of possible opportunity.)

Teachers in this cluster need to be able to state measurable objectives, assess children's progress and match given objectives with individual children. They need to be able to break tasks apart and plan progressions from easy to difficult.

For another cluster of program approaches statements of general goals are made by the sponsor and the identification of specific objectives is left up to teachers, parents and (often) children. This cluster includes AFRAM, North Dakota, EDC and Bank Street. Examples of general goal areas are promoting healthy self-concept, acquiring basic skills, learning how to

learn, encouraging autonomy and self-direction, and stimulating creative and expressive communication. Teachers in this second cluster must be able to formulate their own aims and expectations sufficiently to guide choice of content, learning activities, record keeping and assessment of pupil progress. They need to be able to translate fairly general concepts into concrete indicators or evidences in their day to day classrooms. What does a child's "style" of learning look like? How do you recognize children's pride and self confidence? How do you know when a child is becoming more autonomous and self-directive?

Curriculum Content. Subject matter (and other) content, like objectives, can be designated in advance -- even to the extent of laying out the sequence in which it is to be taken up, or its selection can be made by teachers and students at the time it is needed. In the Oregon, Kansas and Pittsburgh approaches, for example, most of the content is contained in published instructional materials where it is arranged sequentially with different entry levels for students at different levels of mastery. Teaching in these approaches requires extensive familiarity with the materials and mastery of precise teaching techniques in using them.

In contrast, content choice in the approaches of EDC, North Dakota, Florida, and (to a large extent) those of Arizona, Far West, Bank Street and High/Scope is made by adults (teachers or parents) and children on the basis of children's interests, needs and available local resources. This is illustrated in the language-experience approach to reading instruction which is based on children's own writing and on printed materials dealing with a wide range of content areas. Where subject matter content is not selected in advance (especially by being built into instructional materials) teachers must be able to recognize what content is appropriate for different children engaging in various kinds of learning activities... and to make this content accessible to children when needed.

Teaching-Learning Methods and Roles. Teaching-learning methods and roles vary in a number of ways across program approaches. They vary on the basis of: (a) who is involved in carrying out different aspects of the instructional program and in particular who takes the initiative in making key decisions; (b) what particular kinds of teaching-learning activities take place; and (c) the ways in which a classroom (or home) is organized for instruction -- including the ways people and resources are grouped or deployed.

One way to contrast program methodologies is on the basis of relatively how much initiative and responsibility for planning and carrying out activities is taken by adults and children. In the Oregon approach it is an adult who presents daily lessons in three basic subject areas to small groups of children. Following the lesson plan, the adult introduces concepts and skills to children, elicits responses from them and reinforces those responses verbally. The Kansas, Hampton, Georgia State and Pittsburgh approaches are similar. Most of the direct elicitation of student responses is done by printed materials with teachers guiding the process -- especially in seeing to it that students get into appropriate materials and activities and in reinforcing and monitoring student progress.

In the EDC, North Dakota and Bank Street approaches children take on much more responsibility for planning and carrying out their own learning activities. The Arizona, High/Scope and Far West approaches put similar emphasis on student initiative and responsibility, but the learning setting is arranged in such a way that there is often more structure built into it to guide student activity than in the settings of the previous three approaches. Teachers need skills in arranging and managing materials and space in the learning environment, as well as skills in selecting materials and equipment with characteristics expected in these program approaches. The physical layout of the room is considered essential to making these respective program approaches work. For example, in a Far West classroom learning centers are arranged to be "responsive" in the sense of providing feedback to children on their learning and being keyed to differences among children such as style of learning.

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Teachers, for how many years, have been using interest centers where kids go when they've finished their reading group. What is a real learning center? It's where kids with varying learning abilities and varying learning styles are taken into account. The kids know what they are there for and where they (the kids) self-evaluate.

--Sponsor Trainer

High/Scope has placed a similar emphasis on teacher skill in setting up the classroom to be consistent with activities expected in the program approach. High/Scope's learning centers are places where kids go to carry out their own plan for a project or activity. The learning center becomes a rich resource in creating learning. The centers may focus on particular content areas (mathematics, science, reading, social studies, art); on interest areas (housekeeping, construction, art, dress-up, puzzles); or other types of activities (sensory training, physical activities, social-dramatic play). The goals of the curriculum, which include development of concepts, self-direction, independent learning and communication, require that learning centers be carefully planned.

Another example of program approach methodology is related to the variety of roles teachers play in working with other adults either in their classrooms or with intermediaries, e.g., home visitors, between school and home. All Follow Through teachers need group leadership skills, supervisory skills and role redefinition so they can share their power and decision-making with other adults, but the roles they are expected to assume vary across program approaches.

One cluster of program approaches (Bank Street, Far West, North Dakota, Arizona, High/Scope, EDC and Hampton) has created a complex supervisory role for teachers. These program approaches do not provide a routine formula for subdividing or grouping children, a required scheduling of time periods each day or a required set of sequential curriculum materials. Without routine or clearly required sets of responsibilities each day, there is need for frequent redefininition of roles within a classroom teaching team. As a consequence, group supervisory skills and planning time are essential for teachers in these program approaches.

One of the things that you need if you're going to implement a new program, especially a program like ours, is teacher planning time. We need at least a half an hour to an hour every day for the teacher assistant and the teacher to review the day for individualizing purposes and to set up the next day.

--Sponsor Director

Expected roles of teachers differ in another cluster of approaches. Oregon, Kansas and Pittsburgh structure the daily program around sequenced curriculum materials, require a specific daily schedule and provide guidelines for grouping children. In contrast to the teachers in the first cluster, supervisory responsibilities for these teachers are much less demanding. For example, a Kansas teaching team has been described as follows:

Classroom instruction consists of an individualized program using elements of programmed instruction and team teaching in the areas of reading, mathematics, handwriting and spelling. Responsibilities of teaching are divided by subject matter area among the four member teaching team. A credentialed teacher generally teaches mathematics and two part-time parent aides generally teach handwriting and spelling.

--Follow Through Materials Review

Teaching assistants assume clearly defined responsibilities by subject matter areas. The daily schedule and sequenced materials structure what they are expected to do. Unlike the first cluster of sponsors, teaching team roles do not change frequently and group planning time is not as essential, although certain skills in the introduction of materials and the monitoring of student progress are needed.

A third cluster of approaches requires teachers to assume a role supervising a home teaching program, a substantial change in the roles most teachers had experienced before Follow Through (Florida and Georgia State). Parents are hired to spend part of their time in classrooms assisting teachers and the other portion of their time visiting families, building parents' home teaching skills. A sample list of expectations for home visitors in the Florida approach suggests the new skills that are required of both the classroom teacher and home visitor. The parent home visitor, who is supervised by the teacher, is to:

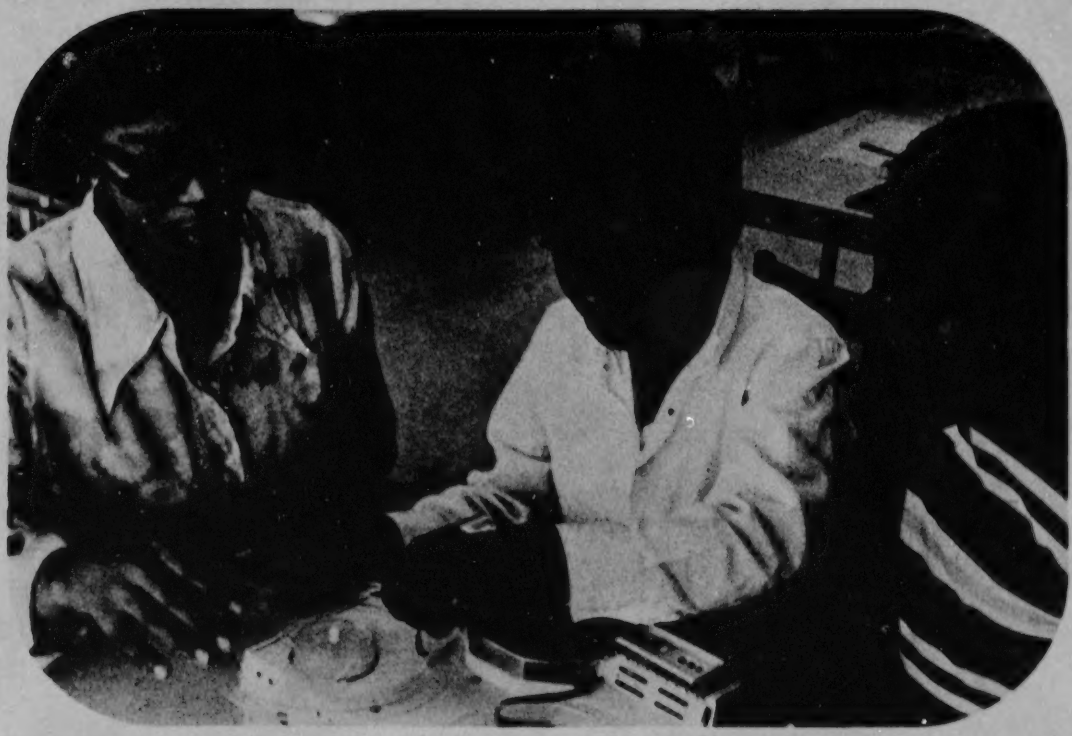
1. plan with the teacher -- home visits, home teaching tasks and classroom activities;

2. present specific activities once a week in the home for parents to perform with their children;

3. serve as a first line of contact for medical, dental, psychological and social services to families and refer these through the teacher; and

4. carry Policy Advisory Committee information and school information, as well as parent involvement ideas, to the home and take back to the school parental concerns and ideas.

Evaluation. Keeping track of children's progress has been accomplished in different ways in different program approaches. Chapter IV contains descriptions of a number of sponsor evaluation approaches and instruments, many of which have been used by teachers who had to learn how to use them and how to interpret and use the information they yield.



SUMMARY

In this chapter we have attempted to highlight some of those main characteristics of the various sponsors' program approaches that are most closely related to the kinds of skills and attitudes needed by adults teaching in Follow Through. The vehicle for presenting these highlights has been by familiar groupings and by a four-element framework of program design, i.e., goals and objectives, content, teaching-learning methodologies and evaluation.

Each of the Follow Through program approaches holds different expectations of teachers, but across all there are features of Follow Through in general that mean a change, a redefinition of roles, that is often unsettling and threatening to teachers. In order to set the stage for the following chapter on training, we describe both general expectations of Follow Through teachers and contrast a number of specific expectations that reflect various program approaches.

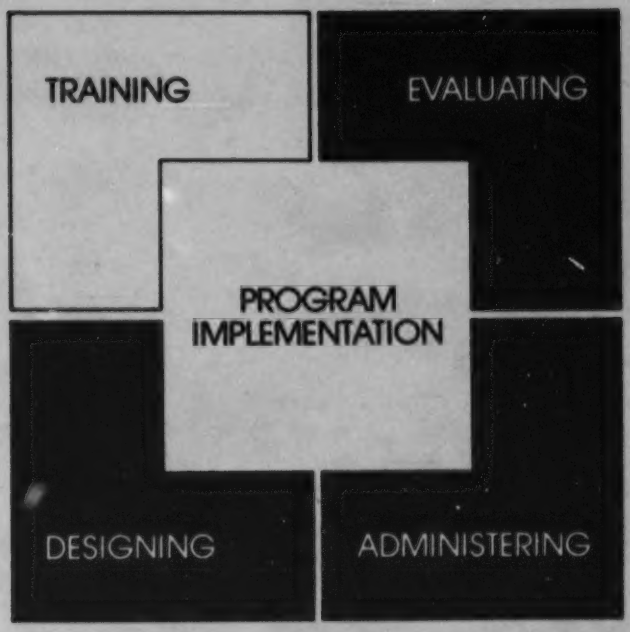
Teaching in Follow Through generally means:

1. a requirement of more energy and intensive output, such as greater movement throughout the room, greater alertness in how and when to ask questions, and greater time in regular planning;
2. a need for greater and more precise skills in continuous observation of children;
3. learning how to use new materials and knowing the reasons why;
4. continuous observation and evaluation by self and others;
5. more in-service training;
6. extra adults in classrooms requiring teachers' skills in supervision;
7. productively utilizing parents in classroom activities; and
8. coordinating a teaching team that includes assistants who assume instructional rather than custodial roles.

The kinds of adult skills and attitudes that have been identified or alluded to in the preceding pages now become the focus of the sponsor training efforts described in the next chapter and the overall sponsor implementation effort which is the main subject of all this section.

CHAPTER III

TRAINING



The previous chapter highlighted some of the distinguishing characteristics of the thirteen program approaches represented in the implementation study. One of its primary purposes was to identify some of the types of changes in attitudes and skills that working in Follow Through has required. Necessary changes were not simply learning new techniques or using new materials but involved change in attitudes, change in habits and change in interactions between people requiring teachers and other project staff to strikingly redefine their roles. Follow Through sponsors have committed themselves to produce very difficult changes.

Re-definition of roles for Follow Through teachers (as for other local Follow Through staff) was threatening. Redefinition of roles meant being required to do something different than they had been trained to do or something different from what they had always done.

Many teachers (and other Follow Through project staff) had to go through a whole re-development process for which sponsors designed or encouraged a support system.

The previous chapter identified teacher competencies. This chapter describes the training support systems sponsors have designed to facilitate changes in people that would lead to implementation of their approaches. It depicts two new roles that Follow Through introduced into school systems: (1) local trainers and (2) sponsor field representatives. It also describes basic Follow Through training processes and some of the major lessons learned about training that produces changes in teachers.

WHAT IS TRAINING?

Training has focused on teachers and bringing about change in teachers. Depending upon the emphasis of each respective program approach, Follow Through has trained teachers in classrooms, homes and communities. The title "teacher" in the context of this report means anyone who works directly with children to help them develop and learn: it refers to teachers, teacher assistants and parents as they teach at home or school. It is someone who:

- sets up a physical environment for learning;
- chooses and makes learning materials available;
- talks with those they are teaching, asks questions, makes suggestions and gives feedback; and
- watches and knows the students well enough to follow their progress in learning.

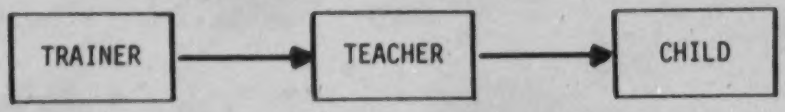
A majority of Follow Through sponsors have focused their primary efforts at change in interactions between teachers and children in classrooms. Two others, Florida and Georgia State, have placed major emphasis on parents' relationships with their children, that is, to strengthen and support parent teaching skills in their homes. This focus is linked closely to experiences each child has in school so that classroom teachers and parents reinforce and support each others' efforts to teach each child. They hire paraprofessionals as home visitors who visit homes as educators of parents and work in children's classrooms. In this way they have built the link between teacher and parent.

A third focus of change is represented by AFRAM which has emphasized teachers in communities. AFRAM employs a person called a local stimulator who is selected by the parents to function as an agent of the parents to build community support and help parents understand the relationship between classroom and "extra-classroom concerns." This person maintains contact between parents in the community at large and the Policy Advisory Committee, keeping each informed of the other's interest. The local stimulator helps organize educational meetings in parents' homes and

encourages the development of community based programs that are directed toward dealing with the variety of problems that interfere with the education of their children.

A traditional view of training might bring to mind teacher training institutions with course units, lectures, seminars and teaching placement or short-term practical experience. Another image might be that of in-service meetings or teacher institutes such as an introduction to a new reading series, a review of science kits or a speaker on child abuse.

Traditional teacher education has a series of linkages that take this type of pattern:



There are few linkages between trainer and child. It is a one-way flow of information and action with little feedback. Trainers, such as professors in teacher training institutions, often draw from reading and memory, but many draw little from the real world for the content and approach of their training.

In contrast, Follow Through training has involved many linkages between sponsors of program approaches and children. It also involves two-way feedback at every link. Trainers draw not only from program approach designers, but also from the reality of the students, teachers, parents and others in the Follow Through schools.

Follow Through Training IS:	Follow Through Training IS NOT:
• a continuous developmental process refining and learning by experience	• a short-term, one-shot experience
• teaching adults with the same principles you expect them to use in working with children. "Practicing what you preach."	• inconsistency between theory and practice
• re-training and re-learning (sometimes un-learning past teaching habits)	• simply adding new skills onto the set of skills teachers already have
• changing the way people relate to each other and work together in a school system	• changing only the behavior of isolated persons in separate classrooms
• responsive, active and initiating such as demonstration, observation, practice	• passive listening, e.g., lectures to groups
• two-way interaction of teaching and learning roles	• one-way communication -- trainer-to-trainee
• concrete, relevant and keyed to specific training needs	• abstract or theoretical discussions without concrete applications
• integrated with processes of monitoring, evaluation and creation of materials	• a separate process of creating materials monitoring and evaluating

Time and Support

Bringing about change in teacher behavior is difficult and requires time and constant support. Although this implementation study did not attempt to measure the actual time required to train teachers, the interviews held indicated that the time required varies across sponsors. For example, sponsors with more operationally and behaviorally specified program approaches using instructional manuals as training tools (Kansas, Oregon and Pittsburgh) indicate training paraprofessionals for teaching roles requires a relatively short period of time.

teaspoon baking powder
½ tablespoon sugar
¼ cup lard, margarine
or butter
2 eggs
½ cup milk
salt, baking powder
bowl. Add
to flour with
mixture fee
lightly with
flour mixtu
and then
balls and let
minutes. Roll
lightly floured
a hole in the center fr
deep fat, until fat

On the other hand, program approaches that are less operationally and behaviorally specified (Bank Street, Arizona, EDC and Far West) have required much longer periods of training time. A common time period for the development of specified teacher competency was two to three years and more.

> *It takes a long time going through different stages. Different specific skills need to gradually flow into the process as teachers and local trainers learn the very difficult task for individualizing.*
>
> --Sponsor Field Representative

* * * * *

> *It seems to take people three to four years, or at least two years, to carry out one concept of what we're working for.*
>
> *For example, they suddenly will feel that they really have understanding of how they could integrate language experience and reading with art and they want to try it. It'll take them over a year. They can't be interested in something else until they've done that.*
>
> --Sponsor Director

North Dakota reports it takes three to six years for teachers to actually "open up" their classrooms, because it involves a change in attitude, philosophy and beliefs. Some sponsors argue that training for their approaches never ends.

> *There is no such thing as a "trained teacher." We had to construct a training system that was perpetual.*
>
> --Sponsor Director

For these program approaches, training has been continuous learning and personal development. The EDC program approach stresses that adults require on-going training, re-training and re-learning in order to work with children. However, after some time (during which a substantial number of teachers have been trained in a program approach), new teachers learn the respective approach more quickly. Teachers have been introduced to the program approach by seeing and experiencing their peers teaching it all around them. More experienced teachers train less experienced ones.

People who come new to the program now enter a developed culture and pick up the values and the way of working and thinking so rapidly that it does not require the kind of explication, as in the original years of Follow Through. I think it's the peer group of teachers that do the acculturation for you.

--Sponsor Field Representative

Implementation of instructional program approaches has been described also as hinging on the quality of support teachers felt as they began to change. Support took on many dimensions often influenced by the role each program approach required of teachers and demands placed on them.

They've got to have a lot of different kinds of support. You've got to support change if you want it to happen. You can't just tell people to change.

I think that they need chances for dialogue with one another. They need chances for dialogue with people who are further along in the conceptualization process than they are, who know more about how to do it than they do. They need both kinds of things and they need somebody to hold their hand part of the time, and sometimes they can hold each others' hands.

--Sponsor Field Representative

SPONSOR FIELD REPRESENTATIVES

One form of sponsor support has been periodic visits made to project sites. Across Follow Through program approaches, site visitors have been given varied titles, e.g., program manager, liaison officer, resource colleague, and district advisor, but for purposes of this report, they will be called field representatives.

One of the initial problems in visiting sites was to determine how many people to send in, in what pattern, for how long. Some of the first visitation strategies led to overworked and completely exhausted sponsor staff.

> *In the beginning we considered ourselves the staff trainers. We were the staff trainers because we weren't sure about what to teach someone else to train. We had to do it first.*
>
> *We went in for three days with three people to all the sites. Six weeks on the road training, doing all this training, going from one site to another trying to get to all these places.*
>
> *We had 10-15 people that we sent out to all these different projects. We spent six weeks in travel and training and then we all came back here and died.*
>
> *We just collapsed for about a month and then we all got our strength back and went to our own respective districts to see what happened.*
>
> *Gradually the idea of a single field representative and a local trainer evolved.*
>
> --Sponsor Field Representative

The director of another program approach described a similarly unmanageable travel plan the first year.

> *They (a team of three sponsor staff) were on the road continually.*
>
> *They went to one site one week. Flew on Monday into a site and spent Monday night, Tuesday, Wednesday and Thursday on site. Then they went to their separate homes on Friday, Saturday and Sunday.*
>
> *They flew again on Monday to the next site. Then back home. They went to each site and then started the sequence again. That got old fast.*
>
> --Sponsor Director

Patterns of Visiting Project Sites

Three patterns of site visitation have evolved from those initial years of trial and error.

PATTERN A: One sponsor staff member making all of the visits to a site. [Sponsors: Oregon, High/Scope, Kansas, Arizona, Pittsburgh and AFRAM.]

PATTERN B: Teams of sponsor staff or sponsor staff and consultants visiting for special purposes, such as workshops, specialized demonstrations, multi-focused training and so on. [Sponsors: Hampton and Far West.]

PATTERN C: One sponsor staff member responsible for a site but coordinating site visits with those of various special consultants visiting the respective site. [Sponsors: Georgia State, North Dakota, Florida, EDC and Bank Street.]

Another problem to be solved by trial and error was what the sponsor staff should do once at a site for a visit. What approach would they take? A field representative of one program approach remembered beginning to visit project sites without knowing what to do while he was there.

> *I went down for a week's field service and didn't know quite what to do. What I did was sit around in classes and observe; watched what was going on and talked to teachers about what was happening...listened to their complaints. It was really bad.*
>
> *I got down there and these teachers were going nuts. The kids were just tearing them apart. Every classroom was the same. I was trying to pacify them, to say, "Well, I'm sure it'll get better." And it did. It took them about six weeks for it to get better.*
>
> --Sponsor Field Representative

After several visits, his sponsor director came to observe. That was the beginning of the design for a pattern of activity for field representative visits. It grew out of a sponsor director's observation and suggestions.

> *I had been there about twice and my director came down to see how I was doing.*
>
> *He said, "What do you do when you come down here?" I said, "I observe the teachers, watch the teachers, etc."*

He said that was no good, "You have to have a plan. You have to have a modus operandi. You have to have some way to get right into the educational process.

I want you to set up a system where you tell the teacher you will be in at a certain time and that you're going to observe for a certain amount of time. Then you take that teacher outside of the classroom and you critique what went on and try to relate principles of the program approach to what the teacher was doing."

I did that, and it worked quite well.

--Sponsor Field Representative

Another sponsor initially tried a consultant rather than an advocate role for the program approach. It was found to be inefficient and did not produce change.

What they (the team of three sponsor staff) were doing was going into a community, sitting down with people and talking. They were acting as consultants.

They acted as a team when they went to sites and it was inefficient. One person would do something with the project staff, but the others would be onlookers. We weren't really forcing the sites to do a program.

--Sponsor Director

Examples of sponsors' approaches to site visits follow: Florida, AFRAM and Kansas. They represent not only three different types of Follow Through program approaches, but also variations in how these sponsors have come to relate to their sites on a monthly basis. They illustrate the role of sponsor field representative.

Visiting a Follow Through Site with a Florida Field Representative. Plans for visiting the site are initiated by the Follow Through project coordinator, Policy Advisory Committee chairperson and the field representative/liaison officer. Together they decide the most pressing needs of the project's operation. They agree on the type of consultant skills which are most needed at the time. With suggestions from the Follow Through director and Policy Advisory Committee chairperson, the field representative chooses a consultant to make this visit from the pool of consultants trained by the sponsor with various specialized skills. The

consultant pool has expertise in parent involvement, educational and developmental psychology, elementary education and research and evaluation. The field representative tries to match strengths of consultants to project site needs.

In this example Kate is asked to make the trip. She is called on to visit sites whenever her particular skills and personal style match a site and its needs. She has been to this particular Follow Through site several times before to train in the area of teacher home visitor planning and conferencing.

As she prepares for this trip, she meets with the sponsor liaison officer to review any past letters, trip reports and oral communications with the site that will help her understand the present setting. She reads the monthly trip reports made after visits by the liaison officer or other consultant.

To become familiar with current home visitor activities at the site, she reviews the monthly computer printout summarizing the information collected by the sponsor on a daily basis. Each home visitor completes a report after a home visit and the summary is called Parent Educator Weekly Report. The report answers questions about how a home teaching task was presented by the home visitor and then by the mother, how the mother evaluated last week's home teaching task and how much and what type of information was exchanged about home, child and school.

The consultant and field representative review the site's progress in meeting implementation goals for the year. They review the objectives. For example, the Florida Parent Education Follow Through program states in Objective A.5 that,

> *During the 1973-74 school year at least 80% of the homes will be visited at least five-sixths of the number of visits planned, 30 visits out of 36, as measured by the Parent Educator Weekly Report.*

and in Objective A.2 it says,

> *During the 1973-74 school year, at least 50% of a random sample of parents will attend a PAC meeting (either school or city wide PAC).*

You see when you are sending out so many different people to a community and there is a tendency for each person to do his own thing, it is very easy to slip away from the focus of the program approach. Our objectives are an attempt to say, "What are we trying to do? At least shall we come together and look at this thing and see if these are based on our objectives? What are we doing to accomplish them?"

--Sponsor Director

* * * * *

The consulting services delivered should be designed to move the program toward those objectives. It is done partly to help consultants keep in mind what the objectives are...that we are trying to build PAC up to 50% membership, etc. We ask, "What are you going to do with PAC on this trip to help them to reach their membership?"

--Sponsor Director

Although different field representatives visit the site over a year's time, each consultant and field representative follows a similar pattern of activities. Each trip includes attending Policy Advisory Committee meetings for an exchange of sponsor and parent views. There is usually a scheduled workshop for teachers and home visitors and observation of parts or all of the program approach home visiting cycle.

Kate uses a specially designed observation guide as she sits in on the teacher-home visitor planning/debriefing sessions. The observation guide was created by the sponsor and representatives of each site at an annual training session. After the home visit, Kate meets with the home visitor, giving very specific feedback of her observations.

When Kate returns to her home in Gainesville, Florida, she will write a detailed report of the trip for the sponsor. Based on the trip report, the field representative writes a follow-up letter and sends copies to the Follow Through project coordinator and PAC chairperson. The planning process for the next trip then starts again.

Visiting a Follow Through Site with a Kansas Field Representative. A second example of a field representative site visit suggests characteristic variations among Follow Through program approaches, but also suggests similarities.

David has been a field representative to the same two Follow Through sites for three years. Between each monthly visit to his sites, David watches the progress by checking weekly computer printouts that summarize each child's progress in reading and mathematics, called Weekly Individualized Progress Report (WIPR). He draws graphs of rate of progress (book-by-book and page-by-page) in these two subject areas. For each classroom, he calculates the percent of children meeting goals in reading and math that have been set by the sponsor. These two indicators, along with information from telephone conversations with local trainers and Follow Through directors, give him a basis for the emphasis his site visit will take.

> *The first step of preparation from the site is making sure that your WIPR data is all up to date so that you have an accurate picture of what's going on in each of the classrooms. That would include the percent of children on target and movement on the WIPR graphs. That's probably the most important step in preparation for a site visit.*
>
> *The second step would be reviewing past site visit reports. Refreshing yourself on problems with which you already dealt and problems that were discussed but couldn't be dealt with on a one-day shot or even a three-day basis. They would have to be implemented by the staff trainer over the month while you're gone. Then you would outline and schedule yourself to deal with these kinds of problems. You would look at the progress toward certification of teachers. You would try to determine what kind of things have to be done to get the training so these teachers can get certification and reach the criteria.*
>
> --Sponsor Field Representative

David also plans by discussing site problems with other sponsor field representatives at weekly sponsor staff meetings and refers back to his last site visit report.

> *He can refer to his site visit report to find out what issues were present when he was there before, check how he suggested they be solved, and then look for them when he goes back in to see if they still exist, if there are still problems or if there are new problems.*
>
> --Sponsor Field Representative

A schedule and objectives for the visit were set up with the Follow Through director and local trainers. Each visit generally includes observing and giving feedback on training and coaching by the local trainers both in class and in workshop training, and planning with the local trainer for necessary training. Plans are based on reviewing graphs of math and reading progress classroom-by-classroom and on observation results using a classroom observation tool developed by the sponsor.

When David returns to his home in Lawrence, Kansas, he writes a report summarizing his trip, jotting down plans for the next trip.

> *We fill out site visit reports following each visit which essentially outline the good things and bad things and what steps need to be taken to alleviate the bad things by the next visit.*
>
> --Sponsor Field Representative

Visiting a Follow Through Site with an AFRAM Field Representative. One characteristic difference of an AFRAM field representative is living in the community instead of at the sponsor headquarters. This person is a Follow Through parent chosen by AFRAM and approved by the PAC who works as a local trainer or PAC member in that community rather than an outside professional consultant who comes in occasionally. The sponsor believes that this decentralization process and structure increase the possibility that management, organizational and developmental skills and opportunities occur locally.

...when we reach out to try to help people develop a base in the community, what we are saying is that we have to find a way to help people in that community take over that responsibility. Some sponsors would hire a college student to go in and work for a year on their program approach, and he'd go off and graduate and they'd have to bring in another college student. When you hire a local person, the person is there. You know when you take off, that information is still there. We've had big battles over this.

--Sponsor Director

Jim, the field representative for a large industrialized city in the midwest, was his community's PAC chairman. As a resident of the community, he is available whenever the parents need him at a minimum of five days per month. He attends PAC meetings, provides training for the PAC and local parent trainer and helps ensure that parent decision-making takes place.

Jim was the first parent to develop a local parent-run field office/consultant agency. Five of the six AFRAM sites in public school settings followed by establishing a parent-run office outside the school. Usually the local parent trainer works out of this office. This person functions as an agent of the parents to build community support and train members of the PAC in policy-making and organizational skills. Jim operates out of this office. He provides parents with technical assistance, training and employment opportunities, as well as stimulating a broader community interest in the concepts of Follow Through.

Parents bring in many different problems. Jim tries to make them aware of the various services available in the community. He holds workshops or training sessions on parliamentary procedure, revenue sharing, proposal writing and ways to strengthen the PAC.

We are the community and the community is us. We are providing people with a way to channel their knowledge and increase their knowledge.

One whole thing is to get people involved around the cause, as opposed to a program sitting out there. What that does to me is build the Follow Through program throughout the community...make it a community concern as opposed to a concern of a small group of parents.

--Local Trainer

Responsibilities and Skills of Sponsor Representatives

Although field representative roles and responsibilities have progressively changed over time, a pattern of characteristic responsibilities has developed. Sponsor field representatives have become:

- advocates of their program approach;
- trainers and demonstrators of their program approach in action;
- designers and refiners of materials;
- observers and assessors of teacher and local trainer skills;
- problem solvers;
- providers of feedback, encouragement and support;
- adapters of their program approach to local situations; and
- monitors of implementation progress.

Putting the instructional component of a program approach in place relates directly to the field representative's personal skills and experience.

> *Successes or failures in putting into place the instructional component seem to depend on leadership quality, judgment, knowledge and ability to influence others. In many cases what happens on site is a blending of personal skills and experiences so that the field representative or the sponsor can get the site to respond to their direction. Looking at it from this perspective, implementation becomes a dynamic of interaction.*
>
> --Sponsor Field Representative

A common description from our interviews of necessary qualities for sponsor field representative roles has included emphasis on interpersonal, adult-to-adult communication skills.

> *I think one of the key things that we need to find is the people with adult relationships, good interpersonal relationships, because we're training other adults.*
>
> *Interactions and adult relationships are crucial, and some knowledge of attitudes and behavior of change and empathy for how that takes place is necessary -- how to support them, how to assist them to take risks, how to honor them when they do take risks*

and how not to push them too far in making their change.

--Sponsor Director

* * * * *

A critical part of the field representative's function is being able to deal with people and not turn them off or make them angry. It's a difficult area, but essential.

--Sponsor Field Representative

Field representatives have needed to develop rapport with local persons in roles such as local trainers.

The field representative needs to be a person with whom you can develop that exceptional rapport so that you can share any kind of condition that you feel exists in your community, without making evaluative statements about it which make you feel you are guilty or irresponsible.

I think that's an extremely important thing. I have seen a number of different field representatives. Some, you know, are much better at that than others.

--Local Trainer

* * * * *

And it takes an amount of time to build a rapport so you can get to the skilled kinds of things. You don't go in and start laying things on people.

--Local Trainer

Part of a field representative's interpersonal skills has been listening to and influencing other adults. Because the sponsor field representative has been a primary link between sponsor staff and project sites, listening and influencing skills are needed both in contacts with project site staff and parents and in contacts with the sponsor organization.

A local trainer describes the communication skills a field representative needs in order to be effective.

I think that the sponsor field representatives must be able to listen very closely to people like us when they come out here to see what kinds of problems we may be having. Listening is one of the big things.

Also, these people should...when they go back and carry these problems to the sponsor...be able to influence and make the people there listen to the types of problems we're having.

--Local Trainer

LOCAL TRAINERS

Because it has been impractical for sponsor field representatives or other sponsor staff to provide first-hand training and support for each teacher attempting to implement their program approach, most sponsors have expected school districts to hire local teacher trainers. Using Follow Through funds, the teacher trainers have typically been responsible for six to ten teachers.

Such positions hold the advantage of being a change agent from within the community, an "inside" advocate for the program approach and a stabilizing accessible trainer.

> *When we started four to five years ago, our implementation strategy was to develop the expertise of local trainers hired locally so that if anything ever happened to our program that local expertise would still be there.*
>
> *We opted for the local trainer for a number of reasons. First, because of teacher turnover, we didn't want to work directly with teachers. Second, we needed to go outside the classroom to provide in-service training, to develop some expertise to continue that kind of a setting -- an internal change/ renewal agent.*
>
> *We wanted that person locally hired and locally known so there'd be internal credibility.*
>
> --Sponsor Director

A highly developed school culture is hard for an outsider to change -- especially one who comes periodically and does not have an established place in that culture.

> *The culture in which field representatives enter is a school culture that's highly developed.*
>
> --Sponsor Field Representative

* * * * *

> *You, as a sponsor, just don't have that much impact when you come in for a day a month.*
>
> *The problem is that people in the communities don't see the problems or change as their responsibility. They say, "Oh well, the sponsor will be here next Wednesday. He'll take care of that." It's always*

this guy coming from outside who is going to take care of it.

--Sponsor Director

Many communities have identified early elementary teachers for their administrative leadership potential to promote them out of the classroom into the local trainer role. In other communities, persons who had administrative experience have been shifted to the local trainer role. In still other cases, the local site has gone outside of its own staff to hire local trainers from those who applied to work for the school district as administrators or teachers. In general, then, the local trainers have been either recruited from the ranks of school district personnel or from those who apply there. They have not been screened or selected by sponsors and, as a consequence, often had different views of education than the sponsor. Therefore, extensive training and effort has been required to change their attitudes and beliefs.

Responsibilities and Skills of Local Trainers

Part of the research and development challenge of Follow Through has been to gradually define this role of local trainer and determine ways local trainers effectively influence teacher behavior. In the process of finding ways to implement their program approaches, teachers, administrators and sponsor representatives have helped shape the local trainer role.

Local trainers, filling a new role in a school system, have continually felt pressure to assume administrative rather than training roles. This addition of a local trainer role to the support staff within a school has often led to conflicts in authority between local trainers and others in the school system. Because principals were not trainers but were the authority in their buildings, conflicts sometimes developed between Follow Through local trainers and principals.

In a lot of our communities, conflicts developed. We have very expert local trainers conflicting with principals who are legally in charge of their buildings. But the people in charge of the educational leadership of the building are our local trainers.

--Sponsor Director

Countering pressure to the push toward administrative roles has been teacher pressure for the local trainer to visit classrooms, give feedback and assist with day-to-day problems of teaching. The need to keep up day-to-day operations in their classrooms and the expectation to actually demonstrate a program approach in action led them to press local trainers for certain kinds of help. Implementation is facilitated if trainers maintain training rather than administrative roles in the project and if they have the following skills and attitudes:

1. Adult interaction and communication skills.

> *...so often local trainers are taken from classroom teachers without any adult interaction skills. A real important need for a local trainer is adult interaction communication skills.*
>
> --Sponsor Field Representative

2. Patience, self-confidence and inner sense of reinforcement.

> *I think the role of the trainer is a very difficult task...you need to be a person who is rather self-confident and has a lot of innor reinforcement. It's very difficult to assess how you're doing. Any change that takes place with children is very easy to see. In contrast, you may work a long time with a little bit of change when you work with adults. When you're training teachers and you're going into that classroom, if you see even one idea being presented in that classroom, that's a really big reinforcement. But it's not always that visible.*
>
> --Local Trainer

3. Capability in demonstrating teaching techniques of the program approach.

4. Supervisory skills and techniques for in-service training.

5. Ability to assess teacher performance, to tune into teacher needs and to observe and identify features of program approach implementation.

> *Local trainers really need to be in tune with teachers' needs. What local trainers think is not often what teachers really need.*
>
> --Sponsor Field Representative

6. Understanding of the theory as well as the practical application of the program approach and an ability to move easily between the two.

Local trainers have influenced the change of teacher behaviors by observing, demonstrating teaching and giving feedback in classrooms -- the same setting in which teachers will be using their new skills. Some sponsors have asked local trainers to spend from 75-80% of their time in classrooms. They have to be coaches and supporters of change as it occurs day to day. Such training has been intensive and highly focused on specific changes expected in the program approach.

Focused Observation and Feedback

Local trainers visit classrooms for focused observations. Program approaches differ in the cues that local trainers are to observe, as well as the formality with which they observe. For example, a local trainer in an Arizona project site uses an observation instrument called the TEEM Implementation Inventory (TII -- see Chapter IV). TII was developed by the sponsor. Teachers are familiar with the TII. It has been used as a training guide and periodically as an observation tool.

The TII covers all kinds of classroom activities for an entire day. Teachers evaluate themselves and trainers observe certain characteristics of the daily routine and classroom environment. These include learning center features, staff planning time and children's committee time. After using the TII for observation and discussion, the trainer and teacher have a clearer idea of training needs. The results lead to demonstrations or to a workshop for individual teachers.

Bank Street designed a self-study guide to be used by teaching teams and discussed with local trainers (see Chapter IV). In contrast to the TII, the self-study guide does not focus on specific time periods of a day. It focuses instead on interrelated areas of implementation, such as teachers' understanding individual children, the climate of the classroom, parent involvement and classroom management.

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Far West's classroom observation instrument -- The Responsive Classroom Observation Schedule -- focuses attention on classroom arrangement, materials, teacher/child interactions and classroom management. It is completed by trained observers and the results are fed back to each respective teacher and local trainer as a basis for more specialized training.

Trainers in some program approaches identify training needs by following child progress.

> *We look at child performance as a means to figure out whether the teacher needs to change behavior.*
> --Sponsor Field Representative

Because these program approaches are based on expected child progress rates through sequenced curriculum materials, summaries of progress in each classroom alert trainers to teachers not producing the expected outcomes. Kansas and Oregon use computer printout summaries of individual child progress which suggest where a trainer should intervene with teachers. On the basis of the classroom profiles trainers recommend regrouping children or extending the time spent in a specified subject area.

A problem "flagged" by progress reports for each classroom leads a Kansas trainer to observe individual classrooms to identify teachers' difficulties with the program approach's teaching techniques. This sponsor-designed classroom observation instrument focuses the observer/trainer for 10 to 15 minutes on precise teacher behaviors expected in the program approach: (a) rate of teacher contacts with children, (b) whether praise is associated with contacting children, (c) teacher modeling of correct responses and (d) timing of reinforcers.

Demonstration Teaching

Another type of training under local trainer responsibility has been the use of demonstration classrooms in which teachers have practicum experiences. The Kansas approach gives local trainers responsibility for setting up and training by use of local demonstration classrooms. The local trainers, sponsor field representatives and local administrators observe and decide which classrooms or combinations of teachers and teacher assistants best meet expectations for teaching the program approach.

Then a demonstration classroom is either identified or created for each grade level.

Teachers and teacher assistants spend practicum training periods in the demonstration classroom. Their teaching techniques are then observed by the local trainers.

> *We have what we call training and demonstration classrooms at every site. There are on-site training/demonstration centers -- one per grade level. If it's a K-3 program, there'd be four training and demonstration centers. Trainees spend a week establishing background to understand actual classroom activities. Then they experience a training and demonstration classroom with actual practicum coaching going on. From that they go back to the regular classroom which is followed up by visits from the staff trainer or parent trainer, if it's the parents being trained.*
>
> --Sponsor Field Representative

Similarly, High/Scope has found training in demonstration classrooms helps local staff more readily make changes as they begin to understand and implement their program approach. From sponsor staff experience using such a training technique in their national workshops in Ypsilanti, Michigan, they have established local training classrooms using local trainers. These classrooms eventually replaced the sponsor headquarters' training classroom, called the Training and Development Center (TDC). A sponsor trainer described the plan and reasons for the changeover:

> *We felt it was necessary because we learned administrators, local trainers and teachers in Ypsilanti workshops observing TDC in action were helped in making long-term changes. Whereas, hearing it lots of times wasn't the answer.*
>
> *We knew we couldn't bring every person from every center here to work with us, so we had to find local classrooms which were capable and interested in implementing the approach and tap the resources the classroom provided by having them be a training classroom where other members of the local site staff could be plugged into the situation for training.*

In the High/Scope program approach local trainers have used an observation instrument developed by the sponsor called the Classroom Implementation Matrix (see Chapter IV). It is used on an on-going basis to observe levels of program implementation in each classroom and identify

teacher and teacher assistant training needs. For example, the trainer uses the matrix to be able to answer whether or not the teaching team has a daily routine. Is it consistent? Does it include the necessary daily sequence of children's activities -- planning, work time, representation and evaluation?

The sequence of steps involved in using the local training center parallel the sequence of activities High/Scope expects for children's daily instruction.

1. Planning. The local trainer and trainee (teacher and/or teacher assistant) plan the period of time to be spent in the local training classroom.

   It's really an agreement. For example, we agree that we need to work on our daily routine. So let's go see what they're doing in the training classroom.

   --Sponsor Trainer

2. Work Time. Trainees spend a period of time like an internship in the local training classroom. This might be anywhere from a week to a month's involvement.

   ...depending upon how much change...how much you were trying to bite off and chew at one time.

   --Sponsor Trainer

3. Representation. After the internship, trainees return to their own classrooms with their local trainer and put into practice what they have learned. Local trainers observe.
4. Evaluation. This step of the training sequence is an assessment or documentation process.

Local Workshops

A third area of local trainer responsibilities has been to organize, design and conduct training workshops. The design varies depending on the program approach being implemented. The following three examples show how local trainers in different program approaches organize training workshops: (1) giving alternatives, (2) focusing on process and (3) practicing prescriptive techniques.

Giving Alternatives. A local trainer in an Arizona project site has observed in classrooms and teacher conferences that many teachers need help in building children's language skills. So, the local trainer attends a training session organized by the sponsor's training staff to learn alternative ways of building language skills. One example might be a variety of ways children dictate stories to the teacher or each other based on their own experiences.

After the sponsor's training session, the local trainer has concrete training ideas and can demonstrate practical alternatives with a workshop to train teachers in the same way. In such a workshop some of the same activities and materials from the training session will be combined with the trainer's own creations.

Notice the following characteristics:

1. training is based on observed or reported needs of teachers;
2. the sponsor trains the local trainer who in turn trains the teachers;
3. sponsors give local trainers concrete practical ideas they can demonstrate in their own workshops or classroom visits;
4. training is not learning one technique, but learning alternative procedures that are consistent with the program approach; and
5. the sponsor does not have prescribed training materials. They provide project sites with practical alternatives, but allow and encourage extension of this to meet local needs.

Focusing on Process. In contrast to workshops that demonstrate alternative teaching procedures, EDC workshops have focused teacher attention on their own individual process of learning. A workshop is organized around self-created projects of the trainees.

> *Teachers are not given a style. Their individual styles are respected. It is believed that a teacher who is continually involved in the learning process will be more attuned to the learning processes of students.*
> --Follow Through Materials Review

A trainer for this program approach makes available a wide range of raw materials for building, constructing, experimenting, exploring and so on. A range of choices available is based on teacher interests, such as sand and water, building terraria, puppet making, book binding, cooking

or music and movement. A resource center where teachers drop in during or after school hours to pursue their own interests or attend scheduled workshops might be provided.

Local trainers in this program approach look for teachers' interest rather than training "needs." The local trainer acts as facilitator of learning as it occurs. The trainer focuses teachers' attention on their own process of learning during an activity.

Practicing Prescriptive Techniques. A Kansas trainer conducts a workshop to teach six parents handwriting. Each parent-trainee serves as an aide to teach handwriting to small groups of children in a Follow Through classroom. The five-day training workshop is one of 10-12 similar sessions held every three to four weeks throughout the year. It starts and ends with a quiz about the basic ideas of the program approach. Videotapes and demonstrations are used to show teaching techniques and reinforcement procedures trainees will be expected to use.

The trainer uses a prescribed sequence, such as:

1. describing and demonstrating how to correctly print the letter "R";
2. asking parent trainees to practice writing the letter "R"; and
3. praising trainees when they print the letter "R" correctly.

Training is based on the sponsor's belief that:

> *Teachers' behaviors change if they are given a clear description of the behaviors expected of them and if they receive immediate feedback in their attempts to demonstrate such behaviors.*
>
> --Follow Through Materials Review

The trainer uses the same teaching techniques with parent aides as they will use with children in classrooms. The trainer follows the session by observing parents in classrooms as handwriting aides using a sponsor-developed observation tool and giving feedback. The observation tool serves as a type of evaluation/monitoring instrument, as well as a training guide to focus on specific behaviors expected in this program approach.

SPONSOR-CONDUCTED WORKSHOPS

As a general principle, workshop training designed by local trainers is a reflection of parallel training they have received from sponsor staff. In addition to continuous visits and demonstrations of the program approach by sponsor field representatives, local trainers and other project staff and parents are invited to sponsor-conducted training sessions either at the sponsor's headquarters or regionally at one of the sponsor's project sites. National and regional workshops have been part of the implementation strategies sponsors have used. Sponsors feel that travel by project staff away from home towns and cities:

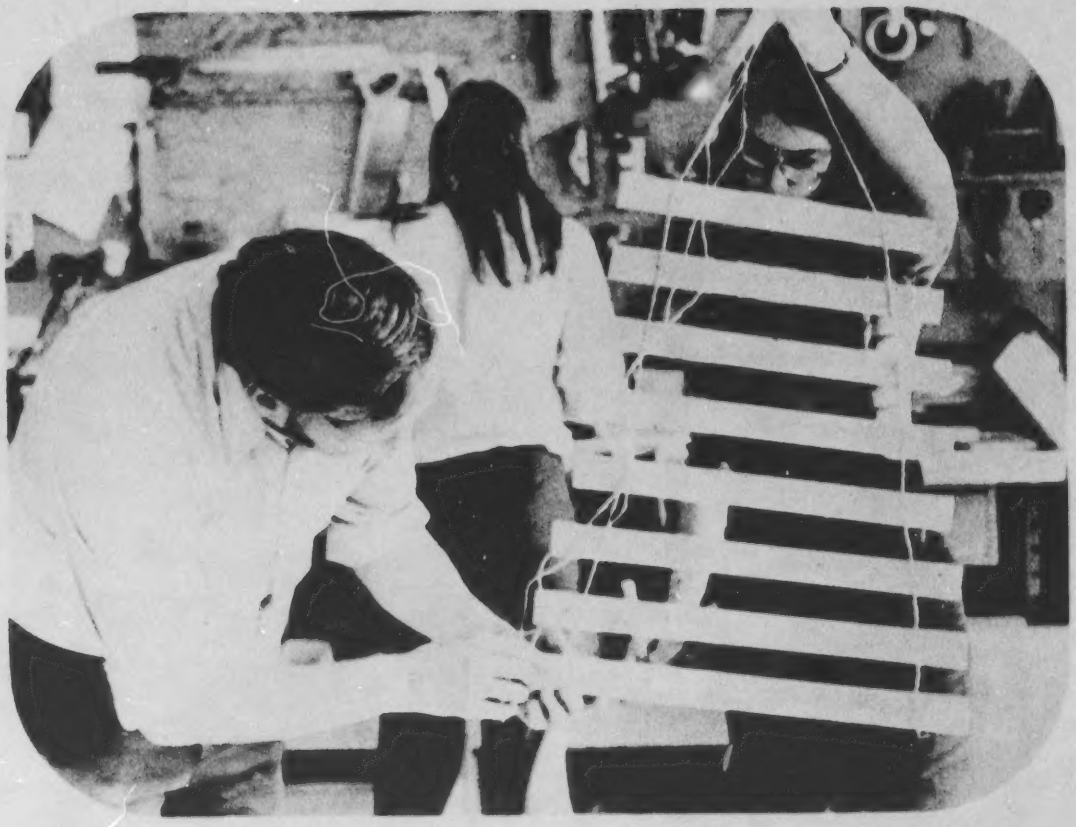
1. creates a feeling of expertise in their respective program approach;
2. helps identify the program approach as their own, a part of their identity;
3. builds strong affective bonds between communities and increased commitment to their program approach;
4. expands the image of the program approach as associated with a sponsoring organization, such as an institution, rather than simply one person; and
5. mixes up roles -- parents, teachers, administrators and ethnic groups experience each other in peer relationships.

The design of sponsor training has been shaped by the values and beliefs about teaching and learning for children. Training has evolved into closer congruence with the program's teaching approach for children. Several examples will more clearly illustrate such a principle.

EDC National and Regional Workshops

At EDC national and regional workshops, parents, teachers, local trainers and local administrative staff attend sessions together. In addition to broad subject matter, specific interest areas are included. These choices might be puppet making, book binding, math games, audio-visual materials, cooking, music and movement, or any other interest. Participants explore these choices to experience their own process of learning.

> *To begin workshop planning, the teachers and assistants complete checklists to indicate their preferences for workshop content. The broad options range from subject matter areas to organizational and implementation concerns, such as planning local workshops. For each listing, the teachers and assistants are asked to be specific within the topic. For example, under "the arts," one teacher wrote in "Black art, drama, music and poetry."*
>
> *Teachers and assistants are also invited to list other areas which are not on the checklist. One teacher requested workshop sessions dealing with "learning disabilities."*
>
> *Similar checklist requests are filled out by the Follow Through directors and by building principals. The tabulated results are used by the workshop staff to determine the theme for the workshop and to secure the appropriate personnel for conducting the sessions. Such selection may include outside consultants hired especially for the workshop.*
>
> *All of the participants in the workshop assume responsibilities for the content and...leadership roles. A parent attending a workshop was asked to bring as many home-made recipes as possible. (The plan involved having the PAC from the workshop site coordinate a main dinner.) The same participant was asked to bring directions for making two kinds of pillows. Another participant in the same workshop provided instruction in the techniques of macrame and brought examples of finished work.*
>
> --EDC Proposal



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A sponsor trainer describes the process and exchange among the participants as "interactive" rather than "pro-active", a distinction the sponsor feels is essential in teaching and learning the program approach. This is basic to the classroom process as well as the training process.

The following illustrates what is meant by an "interactive process" in one of the national workshops.

> *The language workshop emphasized the historical background of "Black English" and its two main features. ...Participants discussed the necessity for teachers to become sensitive to the variety and richness of children's language, while helping them with the standard English they need for acquiring an education.*
>
> *In a demonstration, children's reading problems were diagnosed both with conventional testing and through informal diagnostic analysis. Small groups of participants explored study skills and tried out corrective approaches on one another...*
>
> *Part of the math workshop was devoted primarily to discussion of what teachers could and should do, how they should be thinking about changing what they do, why change what they do, fads in education, and the job of getting children to read and do math.*
>
> *The session gave a good demonstration of EDC Follow Through objectives...Teachers, aides, and parents worked to support one another as they work in the classroom with children. Individual problems were presented to individual participants who could work them out in their own styles at their own rates...*
>
> *Teachers, aides, and parents shared what they had learned at the workshop and what they had brought to it from their on-site experience...*
>
> *Parents planned and led the craft workshops...Parent groups shared events from their states and communities that directly affect their children...Parents were reminded that Follow Through is their program.*
>
> --EDC News

Kansas National Workshop

As was the case in the EDC example, the following description of a Kansas workshop reflects the sponsor's approach to teaching and learning expected in classrooms.

> *We usually began with a rap session where we really laid out where our heads were at and where their heads should be at the end of the week.*
>
> *Oftentimes we'd give them a pre-test so they would know where they stood in relation to understanding all the things that we use in our classrooms, such as "time out." So we had a baseline. We knew where they were coming in from.*
>
> *Then we'd start with the talk session and almost every night they'd have materials to take home and study and prepare to talk about. Sometimes in the morning we'd start out the day with a brief question and answer session and in some workshops we'd even have a daily quiz. Each morning they'd take a little quiz over that night's materials when they came in.*
>
> *Early in the week they'd be watching people work with kids. We'd actually have set ups in classrooms going with children. We'd show them the kids working with the materials. We'd show them people using the token system correctly, using praise and contingent backups (three basic teaching techniques of the program approach).*
>
> *They would stand around and observe. Then they'd come in and actually get their feet wet and work for a couple of minutes with the person who knew what to do right behind them coaching them. "Do this, this way. That child isn't attending so hold your praise." It was face-to-face contact with the kids and other people.*
>
> *Then we'd videotape those sessions and in the afternoons we'd look at the videotapes so the teachers could see what they were doing. Trainees could see what they did right and they were being critiqued by their own peers -- the other trainees in the group.*
>
> *It was fun. It was always kept on a friendly, humorous level, but in such a way that they learned too.*
>
> *Eventually, the coach was faded out and they had to do the whole teaching session by themselves.*

During the end of the week the last task they had was to make up a schedule for their first day in class when school started. What would happen? What wouldn't happen? How would they keep track of kids' progress?

The last thing on their way out would be a post-test -- the same as the pre-test -- only this time hopefully they'd get 100% on it.

--Sponsor Field Representative

High/Scope National Workshop

One of High/Scope's sponsor trainers describes an experience that has led to the design of adult training methods which are more congruent with teaching and learning methods expected in classrooms.

We started out with the idea that we would have large group workshops, especially dealing with the instructional staff at the sites, including the local trainers, the teachers, aides and also the parents. And it seemed as though that was sort of a different way of looking at adults than, in fact, the way we looked at the kids. We knew we had teachers from all different levels of ability to implement the program approach. We knew that we had local trainers with varying degrees of understanding the levels of functioning in terms of the program approach. We felt that we should try to individualize, or work to a level that was compatible with, the level the person coming here to be trained was functioning on.

And to do that we broke down the system of large group workshops and took one or two at a time, either a teacher or local trainer. We plugged their experience with the person they identified as being their field representative and sponsor trainer and plugged that team into the Training Development Center. Sometimes we'd have a local trainer and a teacher or two; sometimes two local trainers. We never did have just teachers in that sense. We always had one local trainer in the group -- not always from the same center, but always a local trainer.

They were at the Training Development Center (TDC) for five days -- half of their time was active involvement in the TDC and the other half of the time was broken down between individual projects that they defined for themselves and the projects we helped define.

For example, we would say, "How are you going to use it (the TDC experience) when you get home?" They had seen the daily routine and understood how it worked in the TDC. We might have them breaking down their schedule from their school back home, looking at when they had to have recess or when the kids had to line up to go to the bathroom; actually laying the plans down that would be implemented when they returned home.

--Sponsor Trainer

Arizona National Workshop

Another example of congruence is the format of national or regional workshops of the Arizona approach. Instruction for children has followed a format of choices among a wide variety of options with children working in committees.

A sponsor representative sketches a similar pattern followed in national or regional workshops when large numbers of project staff come together in one location for training. Even with a large group, the sponsor views the process as individualized to parallel individualizing expected in the project site classrooms.

We might have 100 people and say, "Here are five, six or eight choices." Then you'd get 12-15 people in a room and work with them on their individual needs. Each person is free to select from a large array of things that are needed, so each may end up with an idiosyncratic pattern of what they get. That's individualization!

SUMMARY

This chapter has described the process of Follow Through training with a central focus on two new roles Follow Through introduced into school district operations: (1) sponsor field representatives who periodically visit project sites and (2) local trainers who are responsible for day-to-day on-going training and support. The chapter emphasizes with examples how the roles of local trainers and sponsor field representatives have been molded by the experience of implementation, and how sponsors and sites have learned manageable approaches to training by a process of trial and error.

From our interviews of sponsor and project site staff, there are several highlights of training based on the Follow Through experience. These are drawn from the descriptions in this chapter and from training-related descriptions in other sections of the report. They fall into three topical areas: (1) time, (2) techniques and (3) support.

Time

The start-up time in implementing program approaches has involved several years to train sponsor staff to be competent and confident advocates of their approach as well as several years to develop a cadre of local trainers to be local advocates. Competency in sponsor representative and local trainer roles generally depends upon being able to demonstrate the program approach in action, e.g., to actually teach by the approach and to observe and give clear feedback on the teaching progress of those being trained.

Beyond the general requirements of start-up time, sponsors vary over a fairly wide spectrum in the time required to train teachers in their approach. From our interviews, the more operationally and behaviorally specified approaches take relatively short periods of time before teachers begin to demonstrate techniques and skills; less behaviorally specified open classroom approaches take extended periods of time to train teachers -- from four to six years. After a substantial number of teachers are trained in a particular approach, new teachers learn more quickly by a process of learning from others.

Techniques

Follow Through participants have described changes in teacher behavior as occurring more easily if the change is initiated from within a school staff -- by the mechanisms of local trainers or resource persons -- than if initiated only by trainers from outside the school.

The training that has most facilitated implementation is active demonstration conducted in the setting where new procedures are to be applied. Such training utilizes observation instruments and focuses feedback on the teaching being observed.

Sponsor training designs have been shaped by the values and beliefs about teaching and learning of each respective program. Approaches to training have become more congruent with the theoretical base of program approaches to teaching children over time. They have also become more individualized for projects as well as for staff and parents within a project.

Support

The type of training support system necessary for teachers to change their behavior has depended upon the type of role each respective sponsor requires of its teachers. Beyond variations in types of training support, a trend across program approaches was that redefinition of roles and changes of teacher behavior requires continuous interpersonal support. Skills in communication and adult-to-adult relationships are crucial.

CHAPTER IV

EVALUATING

In previous chapters we have described a number of Follow Through implementation aspects, including the kinds of children's growth and development outcomes that are sought, the patterns of classroom and home instruction that have been designed to bring about these outcomes, the approaches to the training of adults (both parents and teachers) and ways of making these patterns of instruction available to children. These descriptions have highlighted important differences and similarities from sponsor to sponsor and varying program approaches. The program approaches range from those that stress systematic ways of teaching familiar academic subjects and skills to those that weave these same subjects and skills into a large fabric of self and social development.

Each sponsor has designed and developed with a number of sites, a program of comprehensive educational services and parent participation activities to aid children in attaining their "full potential." The sponsors have differed from one another on key points as to just what such a program should look like and how it should be implemented at a local site.

In this chapter we consider ways thirteen sponsors have gone about the task of determining how well they are doing on each of these program components: children's progress, classroom and home instruction patterns, and adult attitudes and competencies. This aspect of a typical educational project is usually called evaluation, and so we use that term here. However, Follow Through is not a typical educational project, and many of the sponsors' various approaches to evaluation are not typical either. Our intention here is to provide another view of program implementation -- this time through the eyes of the sponsor evaluators and through the tools they have devised for describing or measuring what is taking place at each local site.

WHAT IS EVALUATION?

Generally speaking, educational evaluation involves collecting information about activity progress and then weighing this information against the expectations held. In other words, the results or outcomes are compared to the goals and objectives that activity was supposed to achieve for the people involved, the settings in which they live and learn, or both. The collection and interpretation of this information can be accomplished in quite informal ways in the course of everyday teaching and training, or in ways which are formal, highly systematic and standardized.

For example, in the course of their everyday work, trainers receive, through the responses of their trainees, information which allows them to appraise their own effectiveness and make necessary adjustments in their methods. Neither the objectives nor the information need be written down or reported to anyone else, but both play an important role in shaping the activity, be it showing a teacher how to arrange a learning center or showing a parent how to elicit questions from a child. On the other hand, the same kind of information, such as student use of language or adult ways of asking questions, can also be collected from a number of sites by trained observers using standardized tests or observation checklists, and then analyzed statistically through the use of computers for summarizing and use in future program planning. This chapter will focus mainly on the more formal methods and approaches that were developed and are being used.

In order to understand evaluation in the fullest sense as it applies to Follow Through implementation, it should be helpful to consider some different, yet interrelated evaluation methods. In looking at what sponsors do in the course of the activities related to their Follow Through program responsibilities, it is possible to distinguish three kinds of evaluation that have taken place. For identification, we will call these Research and Development, Policy-Oriented Evaluation and Formative Evaluation.

Research and Development

One kind of evaluation started in the original development of program approaches by most sponsors before any attempt was made to implement

them and in the further development of these approaches during the Follow Through years. Theories and beliefs were put to the test of practice, usually through carefully controlled research in laboratory-like situations, at a limited number of sites. For example, the Far West approach started in the New Nursery School at Greeley, Colorado; Bank Street's was developed in its own laboratory school over a number of decades; and the Hampton program approach was an outgrowth of the Hampton Institute Nongraded Laboratory School. The Pittsburgh approach stemmed from research on individualized instruction and was based on extended research in two local public schools, while Kansas derived its approach from extensive basic research in behavior modification. The Oregon approach has roots similar to those of Kansas and Pittsburgh. The High/Scope and Florida program approaches were both outgrowths of attempts to translate the work of Jean Piaget and his associates into everyday educational practice; in addition, the Florida program stemmed from earlier work on parent education. Prior to joining Follow Through North Dakota had been engaged in introducing open education into a number of school systems in their state.

This kind of evaluation and research has as an identifying characteristic a grounding in a particular point of view about how human learning and development takes place. It involves formal methods for collecting and analyzing information. Its main purpose is the development of basic knowledge that applies to a wide variety of people and situations beyond any particular classroom or community site. This kind of evaluation continues to be an important part of the agenda for several sponsors who see needs to continue development in ways not necessarily connected with Follow Through and the implementation of their programs at various sites.

Policy-Oriented Evaluation

Policy-oriented -- or what is sometimes called summative -- evaluation is the kind most familiar to school systems and other agencies who have received federal funding for curriculum projects over the years. It mainly provides information to a funding agency (such as a school board, a state department of education or the United States Office of Education) to help it decide whether to continue, expand, cut back or discontinue programs it supports. The current term "accountability" also applies here,

as certain evaluation procedures may be required to hold a project or staff strictly responsible for carrying out certain measures or providing certain results.

In the case of Follow Through, this form of evaluation is represented in a number of ways. There are annual reports from each sponsor to USOE/Follow Through as well as reports to some local and state education agencies. The sponsors' annual reports vary widely in what is reported. Most report student outcome results in some form, sometimes as gains made over a year by groups of children and sometimes as comparisons between Follow Through and non-Follow Through children. A number of sponsors write short case studies on how implementation activities are going at their community sites. In addition, the national evaluation of Follow Through, which is not the subject of study in this report, has policy-influencing potential. There is, of course, no definite division between the kinds of information that is gathered for policy-oriented evaluation and the two other kinds.

Formative Evaluation

Formative evaluation has been the most common in Follow Through and is the main focus of this chapter. Here, a kind of continuing "action applied research" is carried on as part of the process of program approach implementation. Most of the Follow Through sponsors have engaged in formative evaluation, at least in the sense that they and their trainers have regularly sought information from their sites. This information has been used in making changes in various aspects of the implementation methods, or the program approaches themselves, when needed, and for providing feedback to sites to aid local people in carrying out their work. Some of this evaluation has been quite informal and nearly indistinguishable from other aspects of implementation, while others have carried it out quite systematically as a separate, yet related, component.

> *An awful lot of energy has gone into developing tools that really help program implementation, and if they have assessment value that's great. Feedback in formative evaluation is tremendously important to us.*
>
> --Sponsor Evaluator

Some of the kinds of difficulties that sponsors had in organizing evaluation approaches -- as well as the overlap among various evaluation activities -- are illustrated in the following quote:

> *There's one kind of interpretation of the way that things are done here that helps to explain our position. That is that there haven't been distinctions made as there has in some projects between research and evaluation. In some places that have both a research and development staff and an evaluation staff, the research and development staff does things about how to improve the program and the evaluation staff does things like testing the kids to see what the outcomes are. We're being called both of those things, research and evaluation, or interchangeably one or the other. We also kind of fall in the middle in what we do; we have not been trying to evaluate outcomes in terms of what the children are able to do on tests.*
>
> *Washington would like to see us do more of that. We have been doing much more of what would fall into the research and development phase of some other programs except we also have been held responsible for the evaluation. I think that's created some problems with Washington because they would like to see their kind of evaluation coming out of this. What we're doing is more like research and development. We see that as much more appropriate to what's going on and appropriate to what we know.*
>
> *If we had had useful research conducted since the program started we would be in better shape to do things like conduct formal observations in classrooms, look at what kids are doing, look at what teachers are doing. But since that groundwork hadn't been laid, we had to start with what we saw as a beginning by trying to find out what people saw as important, what people said was going on in the program, instead of trying to sit here in the office saying, "Well, these things should be happening in the program, let's go see if they are." We had to start before that. So in a way we're doing research and development work and calling it evaluation, which works as long as you stick to the formative evaluation stuff. But it means that the program as a whole doesn't have any kind of program specific summative evaluation coming out.*
>
> --Sponsor Evaluator

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DISTINCTIVE FEATURES OF FOLLOW THROUGH SPONSOR EVALUATION

There are two main reasons for having a separate chapter on evaluation in this report. The one already mentioned shows the reader another viewpoint to help in putting together a picture of Follow Through implementation. The other reason is to help the reader understand the very special meanings which that term has in Follow Through. There are at least four ways Follow Through sponsor evaluation, and especially the formative kind, differs from most curriculum development projects of the past: it is related to each sponsor's program design, it is sponsor (and local) staff administered, it is descriptive of actual program inputs, and it is directly related to implementation and training efforts as well as to each sponsor's program approach.

Program Design-Relatedness

For the most part, sponsor evaluation activities have been tailored or adapted to each sponsor's program approach design rather than having program designs adjusted to particular approaches to evaluation. In other words, the evaluation practices of the sponsors have been consistent with their views of teaching, learning and adult-child roles that have formed the basis for their program approaches. For example, those sponsors who view reading development as the mastery of specific skills, and the teaching of reading as presenting lessons in which these skills are introduced and practiced, use criterion-referenced tests of mastery with students and checklists of very specific didactic skills for teachers in monitoring classrooms. On the other hand, those who view reading as an integral part of larger communication competencies, and the teaching of reading as a process of guiding students to participate in reading as part of other activities, employ a variety of inventories, record-keeping and diagnostic devices (and more formal tests) with children, and use self-evaluation checklists and open-ended questionnaires with teachers.

It is important, therefore, that each evaluation process be considered in the context of the program approach of each sponsor. It is also important to view each separate evaluation instrument or tactic

used by a sponsor in the context of that sponsor's overall approach to evaluation. This point can be illustrated by quotes from three different evaluators.

> *What I've been finding fairly generally is that the program is implemented exceedingly well, in spite of the consultant's sometimes view that, "Oh my gosh! Do you realize they aren't doing reading?" But in fact they are doing reading. You turn on a videotape of them and there's no question what they're doing; it's not like a regular reading room; it's like our system. If you put our system in the universe over there, everyone's much closer to our system in the universe.*

* * * * *

> *We want to get our hands on the data so that we can look at it and see what it looks like with our knowledge of Follow Through. There's an old saying,*
>
> *"Two men in prison looked out through the bars,*
> *One saw mud; the other saw stars."*
>
> *It depends on how you look at data, how you compare it. But one of the things that we do is to represent the data... In thinking and looking at the data we may see stars in them.*

* * * * *

> *There has to be a whole different definition of terminology. In many ways we are working with a very outmoded concept of evaluation that comes out of experimental studies. Some programs control the environment ...For instance, one of the other sponsors exerts very strong control over what the teacher says -- when to stop, when to breathe and everything. They get close to the more classical definition of evaluation because they have a laboratory situation created in the classroom. We don't go for that so there has to really be a whole redefinition of process, product, formative, summative, and what's valid evaluation. There is virtually no approximation between a classroom situation and laboratory situation. We all keep pretending there is. So we all give those achievement tests at the end because this shows us something. It shows us a little something, but such a fraction of what we're looking for.*

Tailoring evaluation procedures to a program approach has involved more in the way of plain hard work for some sponsors than for others. Generally speaking, there are three main groupings of sponsors here. One group prefers not to engage in evaluation in the usual sense in which that term is employed in school systems. Another group is reasonably comfortable with existing approaches and a third cluster (including some sponsors from the first cluster) create their own evaluation instruments.

AFRAM, EDC, and North Dakota have had the most difficulty coming to terms with the idea of evaluation in the conventional sense since they consider it not only inappropriate but even destructive to their program approaches. Conventional evaluation is inappropriate (in part), they said, because it involves the wrong kind of information gathered by the wrong people and destructive because it puts people in relationships to one another that short-circuit important teaching-learning or decision-making relationships -- for example, as judge to one judged.

All three of these sponsors wrote extensively to communicate their views on these evaluation issues. EDC and North Dakota have focused mainly on the inappropriateness of standardized tests and other similar measures used by educators to assess their program approaches. AFRAM has viewed evaluation as a learning tool for the consumer, for the parents to use at each site in order to identify the indicators of effectiveness in their own words and out of their own experience. AFRAM representatives help parents list the key questions that need to be asked, identify the main subjects, participate in the interpretation of the findings and approve any reports and how they are to be distributed. In general, however, AFRAM has taken a position that:

> *Humanists have no time to evaluate anyone else. They are too busy evaluating themselves.*
>
> --Sponsor Director

Thus, AFRAM distributes aids to self-evaluation to local sites, and especially helps sites share ideas with one another, but conducts no evaluation of its sites. EDC and North Dakota have more recently developed evaluation aids and instruments -- especially in the form of

checklists and questionnaires -- as guides for use by teachers, parents and children, as well as sponsor staff.

At the opposite end of the spectrum, another cluster of sponsors has lived more comfortably with some of the existing achievement tests -- or at least with similar indicators of student progress which were built into the materials used in the classroom. Oregon's DISTAR materials, and both the published and sponsor-generated materials used by Pittsburgh and Kansas, contain regular checks on student mastery, which are used to monitor student progress, and are often supplemented by standardized achievement tests. These three sponsors have also developed rather elaborate systems for monitoring teacher behavior and teaching-learning interactions in their classrooms, so as to be able to make needed adjustments in training, as well as carry on continuous programs of more basic research related to the theories on which their program approaches are based.

> *As justification is essential to make decisions about what you're going to do, in order to make them on the basis of anything other than superstition, you have to have the data in front of you...it tells you how well you've done so far. You have to be able to see whether or not your decision had any positive effect. And that's what this system does. You get feedback on the decisions you make. You don't make a decision and then pretend it works and have to find out that it doesn't.*
>
> --Sponsor Evaluator

A third sponsor cluster has spent a good deal of time and effort developing their own measures of child outcomes, as well as tools for assessing adult changes and classroom or home teaching-learning patterns that are separate from their instructional materials. Far West continues to collect some standardized test data on children, but with extensive development has moved toward increasing use of its own measures of such developmental dimensions as oral language, self-concept, problem-solving and learning to learn. Bank Street has augmented achievement testing in areas like reading with diagnostic and competency measures of its own.

In addition, they have designed an array of instruments for analyzing child behavior, facilitating teacher self-study and carrying out systematic analyses of classroom behavior through observation, among other assessment and record-keeping forms. Similarly, other sponsors have devised tools for keeping track of various dimensions of progress in both child development and program implementation. Others in this cluster are Florida, Arizona and High/Scope.

> *An example is the first diagnostic tool that we developed, which was the self study. I was very deeply involved in that. To begin with, before I put anything down on paper we had several meetings of the field staff to talk about the different aspects of the program that they wanted the teachers to consider and analyze. Then we got these areas of concern and talked about the most important factors to develop there -- a sort of self-rating approach. When this was in draft form many of the field representatives went out to the sites. Teachers and all the paraprofessionals met in little groups and each took one portion of the self-study and applied it to their own classroom separately, compared their results, and reacted to the items in the instrument. We went around the groups and each reported on one section of the self-study. I reported to the field representatives that there were four different versions. Each one was tried out in the field and discussed with the field representatives until we came up with what we wanted. We had the goal not only of covering the right questions, but also expressing them in language that would be completely understandable to both the teachers and the paraprofessionals. We said this was a self-study for teaching teams. Then finally some of them decided to use this almost like a guide -- a manual -- at the beginning. Instead of using it to rate themselves, it's just to remind them from time to time of all the things they should be bearing in mind as they teach a class.*
>
> --Sponsor Evaluator

Sponsor Staff-Administered

Most Follow Through sponsor evaluation has been carried on by people who are either part of each sponsor staff or local people who have been sponsor trained. Even though most sponsor tables of organization have separate evaluation components, the people who staff these components have been most typically involved in a range of other sponsor-related activities, including program approach development, planning of implementation, materials development and regular consultation with other staff members. In addition, many Follow Through people who are not officially evaluators have regularly carried out evaluation functions in the course of their contacts with sites and staff members (including local trainers and consultants, sponsor representatives and directors).

This staffing pattern reflects not only the integration of evaluation with the whole implementation effort, but also the fact that the results of evaluation activities are mainly used in-house; that is, at local sites or within the sponsor home staff. (See description of sponsor staff organization in Chapter V.) Only a relatively small amount of evaluation data were provided in annual reports to the Office of Education and other supervisory agencies.

Across the Follow Through sponsors and program approaches there have been at least two kinds of evaluators: (1) sponsor staff members and local site people hired and trained by the sponsor, and (2) school district personnel, parents and sometimes children. Many sponsors have been involved in some combination of the two.

Sponsor staff evaluators typically have worked out evaluation plans, usually in consultation with other sponsor staff and local site personnel. They have made arrangements for data collection, training data collectors (interviewers, observers, test administrators, etc.), overseeing the analysis and interpretation of data and feeding results back to appropriate people. Included in this group are the local and sponsor trainers who have had a good deal to do with direct and indirect evaluation.

Local site evaluators have been most typically either teachers or other non-school personnel hired to do sponsor evaluation work. Far West

employs local psychologists and psychometrists. Teachers or parents carry out assessment in relation to their day-to-day instruction of children. This assessment has been supplemented by the evaluation work of the sponsor trainer in each community, in reporting to parents and others, and often as feedback to sponsors on a regular basis (Kansas, Oregon, EDC). In some cases, local administrators have also been involved in the evaluation of various facets of local Follow Through operations, as well as the local training staff.

Instructional Inputs-Related

Another distinctive feature of Follow Through has been the extent to which the program approaches themselves and the actual instructional input of teachers and parents are described. (This came to be true not only of the sponsor evaluation efforts, which are well integrated with overall implementation efforts, but with part of the national evaluation also.)

In the evaluation of educational program innovation, it makes sense to try periodically to determine the extent to which desired characteristics of a given program approach have actually been implemented, or are operational in given classrooms or homes. The description of patterns of teaching and learning activities through observation checklists, interviews and questionnaires has been quite common in Follow Through. The descriptions were made for a number of reasons, among them to provide feedback to teachers on their own learning, to designers on the adequacy of translations from theory to practice, to trainers on the effects of training efforts and to aid sponsors and others in assessing the relationships between certain child outcomes and selected characteristics of various program approaches. This has been a particularly important aspect of Follow Through because so often educational innovation efforts are judged on the basis of student outcome measures without any determination as to the extent that the innovation has actually taken place.

Some sponsors have developed more complete and systematic program descriptions than others. Different sponsors have described various parts of their enterprises. For example, Arizona, High/Scope and Far West

have gone into some detail in describing key features of classroom and teaching activities, while Bank Street has done a rather thorough job of describing teaching-learning interactions within settings. The Pittsburgh trainer description emphasizes the trainee relationship, the supervisory role and the ways in which curriculum materials are used. Oregon puts great stress on how materials should be used as well as how they actually are used in DISTAR classrooms. As we mentioned before, the national evaluation involved a common framework of description through classroom observation for classroom-oriented program approaches.

Training/Implementation-Related

Finally, most of the sponsor evaluation efforts have been closely tied to training and other aspects of implementation, and to the day-to-day operation of the programs that are implemented. The information collected, the interpretations made of it, and the uses to which it is put contribute to the monitoring of the program approaches (teaching-learning activities, pupil progress, adult competencies, classroom arrangements, and so on). Data have been collected on the progress of program approach implementation (teacher and parent training, ways of relating to local school administrations and Policy Advisory Committees) to make adjustments or improvements where indicated. Evaluation has been the strong right arm of implementation: it has helped to clarify and describe the objectives and procedures of each program approach, it has provided tools to facilitate learning for both children and adults and it has helped to provide systematic, across-classroom and across-site feedback on "how it's going" to help in deciding "where to go next."

An important part of this feature of evaluation for some sponsors has been the relatively short "turn-around" time between the collection of information and its availability for use by teachers, trainers or other Follow Through staff members at local sites or in sponsor shops. For example, three sponsors who employ pencil and paper criterion tests accomplish rapid feedback of results through the use of computers and related data processing tools (Kansas, Oregon, Pittsburgh).

Although children's learning and development is the main goal of Follow Through, the program approaches are the main goal of implementation. These approaches are offered by their sponsors as answers to the question of how to reform early elementary education so that disadvantaged children get a better chance, so that they might succeed where their older brothers and sisters have failed. Whether these "answers" are supposed to be compared with each other across sponsors or simply delivered to local sites as effectively as possible is not made clear in the legislation that launched Follow Through. This lack of clarity makes more difference to those interested in the national evaluation than to the sponsor representatives who are charged with the task of implementation.

The problem faced by the sponsors at the outset of the project was the formidable one of reproducing rather complex, kindergarten through third grade, program approaches which had been partially developed previously on a smaller scale (Bank Street, Far West, Hampton, Oregon, Kansas, Pittsburgh, High/Scope, Florida, Georgia State) or putting into action a strong set of beliefs about how a program should be developed (AFRAM, EDC, North Dakota and all of the above).

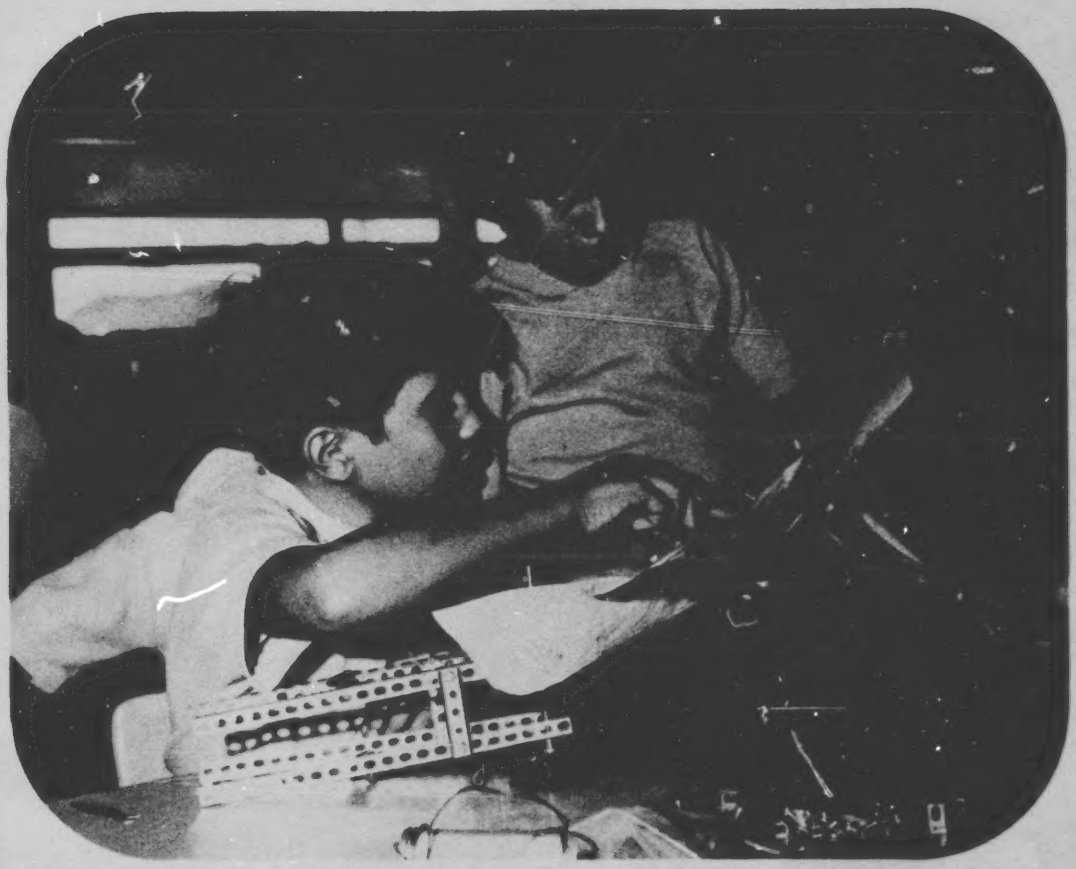
The charge given to sponsors was to: (1) provide a program approach, (2) provide the continuous technical assistance, guidance and training necessary for local implementation, (3) pay close attention to "quality control" by continually monitoring the implementation process, and (4) in general, serve as outside agents for bringing about the kinds of change in which they had a large stake.

There were a number of questions the sponsor evaluators considered as they set out to fulfill this charge:

- how to stay in touch with important developments at a set of sites that were both diverse and widely separated geographically;
- how to be responsive to the needs of each site;
- how to adapt program approaches and still stay within the basic theoretical boundaries of each program approach; and especially,

- how to keep from being drawn so far into local issues and problems that the program approach loses its identity;
- how to make necessary adjustments in policy, procedures, personnel and materials to keep things going at each site; and
- how to keep the work of the conceptualizers and developers of the program approach integrated with ongoing work in the field.

To appreciate the size of this challenge, it is useful to consider how difficult it is to stay in touch with a number of classrooms, teachers, parents and administrators in a single community when your office is also in that community. Then add up to three thousand miles distance and the fact that sponsor representatives have had to cover as many as twenty sites, so have not been on hand at any one place for very long to drop in whenever needed.



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EVALUATION AND SPONSOR IMPLEMENTATION

Tracing the threads connecting adult training, classroom and home instruction, and the growth and development of children becomes the central theme of this chapter. The web created shows interrelationships of the training sponsors have provided for adults in order to implement their program approaches at local sites; the program approaches in action (or at least the sponsors' ideas which guide the development of materials, procedures and roles), and the effect on child learning and development.

Although we will describe separately the evaluation arrangements relating to each one of these steps from the ideal program approach to the effects it may have on children, the actual threads crisscross in many ways. For example, a trainer might observe children's behavior and discuss it with the teacher or the sponsor; a sponsor might review summaries of child achievement scores and visit with teachers or parents as a basis for revising instructional materials or for suggesting a different training strategy to a field representative...and many other combinations.

Training Adults

The single most important part of program approach implementation has been the training of adults: teachers, teaching assistants, parents and others (see Chapter III, Training). This training has been continuous and its objectives include the development of a whole range of attitudes and competencies related to working with children and adults. The task of this part of the implementation process has been to devise ways to determine the extent to which the adults who are being trained are, in fact, acquiring the skills, knowledge and attitudes which will enable them to teach children in ways consistent with their own particular program approach.

> *So the classroom observation instruments were one of the most important things that we developed. They have the most impact. The fact that people now (our staff) who have been trained in it -- they've developed a lot of it -- can take an instrument and say, "Okay, here's what we are. You go through here and look. This is what we're after in the classroom."*

In fact, they are putting on workshops using that instrument as a statement of our process objectives, which is kind of interesting for the use of an instrument. The instrument doesn't just become a way to collect reliable data, it becomes a training tool. Many of our instruments become training tools.

--Sponsor Evaluator

To carry out this training task sponsor evaluators and trainers have developed a varied array of approaches and tools, ranging from reports of visitations made and training sessions held or regular staff conferences where things that happened in training sessions or classrooms were discussed, to rather sophisticated interview and questionnaire schedules which were administered to parents and teachers, and elaborate classroom observation checklists.

To help further describe Follow Through implementation, we have selected evaluation tools from some of the sponsors that are both central to their training effort and helpful in communicating what each one has considered to be important characteristics for an adult working in a particular program approach. These tools are grouped into two categories: self-evaluation tools and interviews and questionnaires.

NOTE: The evaluation instruments which are described or reproduced in summary form in the following pages were chosen because they illustrate many of the various approaches which sponsors have used. In selecting these instruments, we did not try either to include all the different kinds that have been used in Follow Through, or even make the selection completely representative of all kinds.

Self-Evaluation Tools. Although many evaluation instruments which were designed primarily for other purposes can be used by teachers and others as mirrors for their own behavior and understanding, there is a cluster which various sponsors developed specifically for that purpose.

We selected five instruments to include in our description here on the basis of their being both designed for self-evaluation and central to the implementation process of the program approaches in which they were developed. These are the TEEM Implementation Inventory (TII) from Arizona, the Bank Street Self Study for Teaching Teams, the Florida Desirable Teaching Behaviors (DTB) and How Do You Know You Have a Good Task? checklists, and a portion of the Self-Evaluation Manual from Georgia State.

As shown in the following figures, these tools outline what each sponsor has considered to be some of the key features of the program approach in action. Examination of these instruments reveals a difference in instructional design and style across sponsors. For example, TEEM Implementation Inventory (TII) illustrates the Arizona emphasis on "orchestration" of classroom activities. (Figure 1)

FIGURE 1

TEEM IMPLEMENTATION INVENTORY (TII) *(Abridged)*

I. *Curriculum - variety of materials, reading based on child ideas and personal writing, math manipulatives, play utilized... Teacher doesn't belittle children. Teacher verbal interaction aimed at raising level of child language... Children involved in leadership roles...*

II. *Staff Planning Time - all participate, goals discussed, future activities selected, objectives based on observed needs...*

III. *Physical Setting - child scale, children's work displayed, interest centers in operation...*

IV. *Whole Group Planning and Discussion Time - teacher brings group together to plan, expands on student comments and uses for planning, reviews activities with children; children participate verbally...*

V. *Committee Time - each day, rotation between settings smooth, maximum of six students per group, leader for each group, directions and materials in each setting...*

VI. *Child Selection Time - at least one period per day, variety of activities to choose from, needed supplies available, adults actively participate...*

VII. *Eating Time - at least once per day, conversation encouraged, adults participate, language development stressed...*

VIII. *Physical Activity Time - planning evident, adults model physical skills...*

IX. *Whole Group Activity Time - music, story telling/reading; incorporated with other activities, teacher permits movement...*

The TII was developed by program assistants, teachers and teaching assistants, and local trainers while assisting and improving the implementation of TEEM (Arizona) philosophy. It is used to collect information for insiders to use for self-improvement. Each teacher and assistant periodically checks "Yes" or "No" next to each item in the checklist and then explores with a program assistant ways to better incorporate the items in classroom learning situations. As greater implementation takes place more and more items are explored.

FIGURE 2

SELF STUDY FOR TEACHING TEAMS

(Bank Street) *(Excerpts)*

I. *Children's Learning: What and How - building on children's ideas and interests, developing curriculum to stimulate active participation, teaching basic skills, ideas and concepts...*

II. *Understanding Individual Children - understanding developmental stages, identifying individual needs, developing curriculum to meet individual needs...*

III. *Physical Environment - room arrangement (interest areas), materials and equipment available, library with books, displays of children's work...*

IV. *Classroom Climate - social -- relaxed, cooperative, easy movement...cognitive -- problem-solving, inner reinforcement...and emotional -- sense of joy, expressions of feelings...*

V. *Classroom Management - organization of daily schedule, sequence understood, children have voice in...transitions smooth and individualized, team work and communication continually evident...*

VI. *Parent Involvement - through participation in the classroom with own special skills and participation in home-school activities including decision making...*

VII. *Patterns of Interaction - adult to child (help clarify ideas and evaluate own performance without embarrassment), child to adult (express selves, ask questions freely), child to child (work together, help deepen each other's understanding), adult to adult (plan and work together, help each other help children)...*

The Self Study for Teaching Teams reflects a consistent Bank Street stress on teaching-learning-interpersonal interactions in the classroom, an emphasis which is also clearly emphasized in the BRACE classroom observation instrument described in the next section.

The Bank Street Self Evaluation Form (Figure 2) "focuses teaching teams' attention on how the Bank Street approach is being enacted in their respective classrooms." Each team member completes a self-survey, usually under one major heading at a time. A four point scale is suggested:

1. not tried yet,
2. beginning to jell,
3. coming along well,
4. very encouraging developments.

Then the team members compare notes, place asterisks next to items where they feel they need help, and discuss the results with a staff development person.

FIGURE 3

DESIRABLE TEACHING BEHAVIORS

For use with Home Learning Tasks

(Florida)

I. Elicit questions from the learner.

II. Ask questions that have more than one correct answer.

III. Elicit more than one-word answers from the learner; encourage the learner to enlarge upon response and use complete sentences.

IV. Praise the learner for a job well done or even for small steps in the right direction. Point out when the learner is wrong, but do so in a positive or neutral manner.

V. Get the learner to evaluate or make judgments or choices on the basis of evidence and/or criteria, rather than by random guessing, chance, luck, authority, etc.

VI. Give the learner time to think about the problem; but don't be too quick to help.

VII. Give the learner time to become familiar with the task materials. Before proceeding into a structured learning situation, give the learner an introduction or overview.

HOW DO YOU KNOW YOU HAVE A GOOD TASK? [Abridged]

(Florida)

1. Learner does a lot of talking (tells about things, gives reasons...)

2. Learner has fun doing it...

3. Directions are clear...

4. You and learner understand why you are doing it...

5. Encourages teacher to use lots of ways to teach...

6. If possible, home materials are used...

7. Learner knows something has been learned...

8. Learner encouraged to think up new activities or things to do which grow out of task...

Florida's central concern with Home Learning Tasks in parent education comes through in the relatively narrow focus of the Desirable Teaching Behaviors and Good Task checklists. (Figure 3)

The Florida checklists can be used by anyone in the position of teacher/trainer, but are especially intended for use by parent educators and parents in the selection and carrying out of Home Learning Tasks.

FIGURE 4

BOPTA TEACHER OBSERVATION FORM *(Abridged)*

(Georgia State)

I. Planning Phase (Interview)

A. Is there a specific behavioral objective or task?

B. Is the class broken down into workable units?

C. Has task been matched to each child?

D. Have materials been prepared beforehand?

II. Interaction Phase

A. Did the teacher prepare a good learning environment?

B. Did the initial introduction of the lesson gain the interest and involvement of the child or children?

C. Were there more examples of positive rather than negative reinforcement?

D. Did the teacher provide each child with a chance to respond to the task or a part of the task?

E. Did the teacher have and use back-up cues for the children who were not at first successful?

F. Did the teacher have and use a test to determine the success of the lesson with each child?

III. Follow-Up Phase

A. Does the teacher have a plan for the child or children to use the learned task or skill in a situation different from the one in which it was learned?

B. Did the teacher record the children who were successful and those who failed?

C. Does the teacher have plans for re-applying the lesson and providing new learning episodes?

The Georgia State stress on prescriptive teaching and careful planning are represented in its Teacher Observation Form (Figure 4), and by the title of its program, the Behavior Oriented Prescriptive Teaching Approach (BOPTA). Although we have featured Georgia State as a home instruction approach, it is also a classroom instruction approach. This observation form is included as an example of an instrument which has been used by teachers to become informed about what the interviewer-observer will be looking for when visiting their classrooms and as a basis for discussing implementation of the Georgia State program approach with the classroom instruction coordinators.

Interviews and Questionnaires. Another type of tool that has been used to facilitate training through evaluation involves a second person collecting and interpreting the relevant information. In this case the information obtained might be shared, not only with the teachers concerned, but also with other sponsor staff members to aid in the planning of further training activities.

Four instruments are summarized, and again, differences in priorities across sponsors are illustrated. The Pittsburgh approach deals directly with educational process variables (Figure 5). AFRAM (Figure 6) places emphasis on teacher attitudes toward poor minority children and their parents.

Two other instruments are somewhere in between: a Florida scale -- How I See Myself -- is administered to new parent educators before and after training. It also gets at attitudes, but this time toward oneself rather than toward others. It taps self-concept by having adults locate themselves on a five-point scale of forty statements such as:

Nothing gets me too mad	1 2 3 4 5	I get mad easily and explode
I wish I were smaller	1 2 3 4 5	I'm just the right height
I don't like to try new things	1 2 3 4 5	I like to try new things
I'm very healthy	1 2 3 4 5	I get sick a lot
I'm not as smart as others	1 2 3 4 5	I'm smarter than most others
I don't read well	1 2 3 4 5	I read very well
Etc.		

Hampton uses a School Concepts Attitude Questionnaire to provide teachers with "a comparison of (their) responses to those obtained from the directors of Hampton Institute...to give...useful feedback as you continually evaluate and change your own modes of behavior in the new ungraded environment." Teachers are asked to circle numbers that indicate their degree of agreement or disagreement with 70 items. For example:

- children should be free to move about the classroom
- children should be free to initiate their own decisions regarding learning
- teachers should be the classroom boss
- teachers should cover materials in the course of study
- there are a variety of good ways to approach the same concept area
- graded classrooms are more stimulating for the teacher
- best results occur when all students work on the same task
- different modes for different kids are best...

FIGURE 5

DEGREE OF IMPLEMENTATION QUESTIONNAIRE - Form 3 [Abridged]

(Pittsburgh)

BACKGROUND INFORMATION

A. Teacher: years teaching experience and year using PEP and IPI prior to this school year.

B. Children: total enrolled/present at this date.

C. Do different children work on different subjects at the same time?

D. Describe how the exploratory is managed in terms of time (i.e., do children work their way into exploratory; are they given time to go to exploratory regardless of work; can they go back and forth between prescription and exploratory?)

E. Are some activities in the exploratory assigned?

F. On an average day, how long does it take for the students to "settle down" at the beginning of prescription time?

TODAY'S OBSERVATION (Give Date)

A. Please list each of today's IPI Math and/or Quantification assignments for each student, and the date of the last test (unit, pretest or CET which was used to write the prescription).
Note: If assignments are made by the week, record the entire assignment.

Assignment: Unit...Level...Skill...Pages / Last test given and date.

B. Check those activities which you think generally occur in this room.

Child: __obtained own assignment for math, __obtained own notebook for reading, __wrote own prescription (other than exploratory), __was consulted as to the mode of instruction (tapes, books, boxes, games), __selected time of day for work in a subject matter area, __helped to select which unit of math would be studied, __started interactions during work periods, __suggested when to take CETest, __suggested when to take unit test, __went to exploratory any time s/he wished, __went to exploratory after completion of predefined list of assignments, __requested or brought in activities for exploratory area, __requested small group lesson or special tutoring, __decided to do no work in a given subject today, __chose to work alone or with other children, __completed expected assignment, __took a CET, unit or pretest.

__Most children had free recess period.
__Teacher decided when exploratory period began for majority of children.
__Child's opinion of curriculum or task was sought.

C. Give approximate percent of time for today which any one student would probably spend in each of the following situations (% should add up to 100):

1. Student working primarily alone with occasional adult or peer tutoring.
2. Student working in small group with adult instruction (2-8 children).
3. Student working in large group with adult instruction (9-entire class).
4. Other _____.

D. Does the teacher change assignments during the prescription period? (Yes/No)

1. If yes, how many times a day?
2. What are the major reasons for changing assignments?

E. Is a math maintenance program being used in this room? (Systematic drill of number or algorithm facts.)

F. Are any materials missing for reading or math? If yes, please list them.

G. Any unusual information which in your opinion I need to know?

H. Length and width of room + approximate percent used for exploratory work of teacher.

RATING ON NEGATIVE VERBAL STATEMENTS about academic performance and/or inappropriate behaviors of children. Never, very infrequently (1-4 per day), occasionally (4-8 per day), limited number (more than 10 per day), some days with quite a few and others when very few made, approximately 10-20% of teacher's comments are negative, teacher is consistently negative and rarely praises children, another description is more appropriate.

The Degree of Implementation Questionnaire, which is filled out by teachers and other consultants, deals with the "educational process variables of the Pittsburgh program approach." This instrument (Figure 5) stresses implementation of the management system for the use of Individually Prescribed Instruction and Primary Education Project instructional materials. This questionnaire is used in an integrated evaluation system which includes descriptions of input, process (questionnaire, videotape, observation) and output (student test scores).

FIGURE 6

TEACHER, TEACHER AIDE, ADMINISTRATION QUESTIONNAIRE

(AFRAM)

Social Background

Like children you teach?
Upper class/middle class/poor rural?
Do low income parents have significant contribution to make toward children's education?

Attitude Toward Children

Do you love the children you teach?
Do you respect children, even if poor?
Do you feel that: Poor children can achieve as well as others?
Whites can overcome racist feelings toward minority children?
Most white teachers feel superior to their community?
Most children in Follow Through are culturally deprived?
Children in Follow Through present more discipline problems?
Children in Follow Through get special treatment over other children?
Poor children have inferiority complexes?
That you represent a positive image to the children?

Attitude Toward Parents

Do you feel you can work in a program where parents make educational decisions?
Do you feel: That parents are welcome in your classroom anytime?
Responsible to parents for the education of their children?
That parents have a right to determine their children's education?
Parents are qualified to select teachers?
Parents are qualified to select administrators?
Parents are qualified as educators to determine what and how their children should learn?
Do you visit all of the homes of the students?
Do you explain to parents what you are doing in your class?
Do you see the Parent Board the same way you see the Board of Education?

Selected Questions of Interest to Parents

Cover: years teaching experience, how selected as Follow Through teacher, how communicate with parents, attendance at sponsor training sessions, among other items (some of which already covered in sections above).

The AFRAM questionnaire (Figure 6) emphasizes teacher attitudes toward poor minority group children and their parents. The Teacher, Teacher Aide, Administrator Questionnaire was developed by one of the AFRAM sites to give parents some idea of the kind of teachers working in the Follow Through program and their commitment to it (and teachers some idea of the qualities that parents are looking for).

FIGURE 7

NORTH DAKOTA TEACHER TRAINING EVALUATION QUESTIONNAIRE

(Sampling of Content)

Basic patterns that have emerged in your classroom (6-point scale -- Always-Never).

Regular times for separate subjects...textbooks as primary resources... use of curriculum guides...children work on different things simultaneously...much time spent on order and discipline...children bring things to school interested in working on...how often have tests in various subject areas...

Criteria used to report child progress to parents (test grades, class work, homework, individual progress in ungraded work, own judgment of child's work/child compared to other students...)

How report (numbers, phrases, written essay, direct verbal report...)

Opinions about various educational statements (definitely true...to definitely false -- statements similar to classroom descriptors above).

Opinions regarding statements about "open" classrooms:
Basic skills neglected, children happier, more expensive, impractical with only one adult, lack of authority, too much freedom, not good preparation for real world, discipline less of a problem, would like to teach in one or to have my child in one...suitability for average, below/above average children...

Effect of external pressures on you (see "Other Forces" section below).

Your job as a teacher:
Attendance at meetings, discussion of aspects of job with colleagues, how often parents come to classroom and why, how often send lesson plans to principal, what professional journals read...

Goals and objectives as a teacher:
How much class time spent on teaching life values, helping students develop own unique abilities, helping develop emotional maturity, prepare to be well-disciplined citizens, help solve problems...

How much progress making...how satisfied progress...what obstacles to achieving?

Forms of learning stimuli in classroom:
Books, AV materials, games, etc.

North Dakota sends the Teacher Training Evaluation Questionnaire (Figure 7) to a sample of its teachers to get the hard facts about what teachers actually do in their classrooms and how they feel about problems they face. This questionnaire seeks teacher opinion concerning a number of topics, including selected characteristics of open and traditional classrooms and reporting criteria and methods.

FIGURE 8 (Teacher Interview)

EDC ASSESSMENT OF IMPACT OF ADVISORY

Personal background.

Overview of activities as teacher:
Describe typical day, how you work, things do, how work with aide, goals for trying to accomplish...

Your views on children's learning:
What important for them to learn/do?
Which of these most satisfied with in your classroom?
Which most like to improve?
Should parents be involved? How?

Your views of EDC approach to children's learning:
What has EDC tried to accomplish?
Do you share EDC goals of open expression of feelings in classroom? (Discuss.)
Do you agree with stress on "building of children's interests"?
Do you agree with giving children a greater amount of choice?
Do you agree with evaluating progress on the basis of abilities?

Your contact with EDC Advisors and your opinion of their work:
Have they visited your classroom? Who initiates? What do? Helpful?
How have you worked with them outside classroom?
How do you let them know about things you'd like to see them about?

How do you as teacher fit into the school as a whole/how work of Advisors relates:

What adults do you work with and how?
When you have a problem, who turn to?
Do you think that you have enough influence over what happens in your classroom to be able to do what needs doing?

Greatest difficulties and satisfactions as a Follow Through teacher:
Satisfactions/Difficulties/Follow Through vs. non-Follow Through.
What would you say to a teacher considering entering Follow Through?

EDC has employed interview schedules with teachers, aides, administrators and parents to assess the "impact of the EDC Advisory approach." These interview schedules were structured in such a way so as to elicit open-ended responses from teachers (Figure 8), aides, administrators and parents concerning the key features of the sponsor's program approach. The interview questions include such topics as: classroom organization, goals for children's learning, and parent involvement in the school and Follow Through program, and asks teachers to identify some of their classroom goals and to describe certain job-related activities such as consultation with other staff members.

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The purpose for gathering such information has been summarized by an EDC sponsor evaluator as follows:

Evaluator: *We've quite intentionally kept ourselves from the position of telling the advisors how they ought to improve their practice. We'll start brushing up against that as we're now at the beginning of a new phase because we've made our first progress report to the communities. Under sort of unwritten agreement with them we share the information we've collected with them before sharing it with anyone else, including people here. So we've now made a stab at that and are ready to start doing more with people here. We may run the risk of seeming that we're giving advice to advisors, but I think the fact that we have a whole lot of data to base our work on changes that a lot. We're not going to put ourselves in the position of saying, "You ought to change." We put ourselves in a position of saying, "Here's some interesting comments from a lot of teachers, aides and parents. What do you think that all means?"*

Interviewer: *So you're providing feedback -- systematically collected so it's as representative as possible?*

Evaluator: *Right. So it's not our opinion; it's the opinion of the people who work with the advisory in the community.*

Classroom and Home Teaching/Learning Patterns. The results of training offered by sponsors to the adults of a Follow Through community appear in their most significant form in the roles of parents (AFRAM), homes (Florida and Georgia State) and classrooms (Georgia State and all the others). The adults apply what they have learned in training to the setting, materials, form of instruction and guidance to the children and adults. Conversely, it has been mainly in their participation in school classrooms and homes that the children of Follow Through have felt the impact of the various program approaches. Chapter II described some of the "planned variations" among the classroom and home learning environments which various sponsors have tried to create. In this section we will look at some of these classrooms through instruments which have been used by some sponsors as tools central to their implementation efforts. Two kinds of questions have been addressed by evaluators in this area. The first is, "If someone should look at our program approach in action, what are some of the most important things that would be seen?" And, "What are the most salient observable features of our approach that would help someone unfamiliar with it recognize it in action?" The second kind of question is, "How can these salient features (once defined) be recognized, recorded and described in ways which can be shared with others?" It is here, of course, that the description of inputs, of total, integrated programs is accomplished in its most explicit and "operationalized" (if not also comprehensive and inclusive) form. It is here that the main attempt is made to describe "how it all fits together."

Following is a description of classroom and home observation instruments which seem to be central to the implementation efforts of the sponsors who developed them. They are representative of similar instruments developed by other Follow Through sponsors.

FIGURE 9

A. *TEEM IMPLEMENTATION INVENTORY (TII)*

Curriculum
Physical Setting
Whole Group Planning Time
Committee Time
Child Selection Time
Eating Time
Physical Activity Time
Whole Group Activity Time

[See Figure 1.]

B. *UNIVERSITY OF KANSAS CLASSROOM OBSERVATION*

General
Room attractive, WIPR charts posted, exchange menu(s) posted?
Class activity as observer enters/leaves: Instruction/Exchange Transition/Other

Children on task (numbers)
Taught by teacher/aide/parent?
Groups on: Reading, Math, Handwriting, Other?
Acceptable?

Teacher Contacts (Yes/No)
Tokens frequent?
Praise at every contact?
Descriptive praise frequent?
Contacts only "on-task" child?
Contact pattern mixed?
Children on different pages?
Distribution acceptable?
Total positive contacts to child (1-10).
Sketch of seating arrangement.

Exchange (Yes/No)
Menu change since last observation?
Prices announced?
Back-ups prepared, ready?
Back-ups contribute to skill?
Transition smooth?
Different menus for other exchanges?

The TEEM Implementation Inventory -- Arizona (Figure 9A) not only illustrates collection of self-improvement data, but provides a more "summative" role as an "attempt to quantify the extent to which various communities and classrooms are implementing the TEEM program."

The University of Kansas Behavior Analysis Classroom Observation form (Figure 9B) is used to provide feedback to trainers on the status of implementation of the Behavior Analysis program in local classrooms. Notice the emphasis on the number of children on task, teacher reinforcement contacts with children and the token exchange menu (or list of activities in which children might engage after saving up various amounts of reinforcement tokens).

FIGURE 10

HIGH/SCOPE IMPLEMENTATION MATRIX

Variables	*Degree of Implementation* A ..... B ..... C ..... D	
1. *Room Arrangement*	*Teaching stations, no learning centers*	*Teaching stations closely related to learning centers*
2. *Daily Routine - (Use of teaching stations, directed instruction, interest centers, pupil or teacher initiated activities.)*		
3. *Child Process*	*Adult assigned*	*Child choice*
Plan		
Representation		
Evaluate		
4. *Daily Planning & Evaluation*	*Single activity for all*	*Differentiated*
Process		
Outcome	*Head teacher plans*	*Team plans*
Basis		
5. *Teacher Direction*	*Teacher dominates*	*Sets up so children can initiate*
6. *Child-Teacher Interaction*		
Directed Teaching	*Convergent responses*	*Divergent responses*
Work Time	*Teacher initiation*	*Child initiation*
7. *Learning Experiences*		
Skills	*Isolated*	*Integrated with others*
Cognitive Development	*Grade level expectations*	*Individual child expectations*
Commercial Materials	*Inappropriate or Predominant*	*As resource*

The High/Scope Implementation Matrix covers the basic processes of the Cognitively-Oriented Curriculum in seven rows with judgments on the degree of development toward full implementation being represented in Columns A-D, and reflects the emphasis which this approach puts upon child initiative, cooperative planning and the differentiation of instructional activities.

All of the preceding classroom observation tools are geared to determine the presence or absence of a number of individual program approach ingredients. The Bank Street BRACE instrument goes one step further in relating child-adult communication to the settings in which it occurs. This allows the interpreters of the BRACE information to get a systematic analysis of the dynamics of a classroom, for the ebb and flow of the kinds of teacher-pupil relationships that are important in the Bank Street program approach.

Every year we have had a session of feedback and discussion with all the field representatives. I think one of the most vivid examples of this was that in the early years we found that the Follow Through program had a very good score as far as what we believed to be an appropriate proportion of self-initiated communication by the children. But when we looked at what they were expressing, we found that it was mostly rote information, facts and very little thinking. When we compared this with the Bank Street School for Children the gap was enormous. I reported this to the field representatives and in a couple of years that gap had been reduced greatly. There was dramatic improvement. That does not mean that this was the only fact that impressed upon the field representatives the need for them to help the staff developers and teachers develop more thinking in the classroom. This came to them from many ways, but it was one dramatic and rather concrete way of saying, "Look here's a lack." And they worked on it.

--Sponsor Evaluator

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FIGURE 11

BRACE - BEHAVIOR RATINGS AND ANALYSIS OF COMMUNICATION IN EDUCATION

(Bank Street, 1974)

ACE - Analysis of Communication in Education *"Who speaks to whom about what and how often?"* *(Each unit of thought is coded on the following dimensions)*	*BORIS - Behavior Observation Ratings in Settings* *"Who does what in what kind of setting?"* *(Each 5-minute observation interval is coded on the following dimensions)*
SPEAKER - (Who speaks to whom and how?) *One child; children in rotation; teacher; paraprofessional; other.* *SUBSTANCE - (What said?)* *A. Supportive* *1. Of Learning* *Accepting, encouraging; extending, clarifying; recognizing specific accomplishment; stimulating self-correction.* *2. Of Person* *Showing warmth, affection. Showing human interest.* *3. Through Management* *Redirecting/guiding activities; calm, rational control.* *B. Cognitive* *1. Logical thought processes.* *2. Imaginative thought processes.* *3. Logic and imagination combined.* *4. Thinking with overtones of feeling.* *5. Information/facts - simple recall.* *C. Affective* *1. Positive feelings.* *2. Negative feelings.* *3. Humor/kidding.* *4. Needs, desires.* *D. Routine* *1. Management - directing, procedural; permission.* *2. Feedback - correcting information; generalized praise; acknowledgement.* *3. Other - indicate own lack of knowledge, skill; social amenities; vague comments.* *E. Harmful* *1. Demeaning comments, hostility.* *2. Harsh, punitive behavior control.*	*ADULT ROLE* *Directs activity continuously.* *Gives substantive assistance.* *Contact child initiated.* *Contact adult initiated.* *Gives procedural assistance.* *Contact child initiated.* *Contact adult initiated.* *Participant, not leader.* *Observes, doesn't participate.* *Basically unrelated to activity.* *CHILD ROLE IN SETTINGS* *Form of Activity - child alone, adult-child, parallel activity, joint activity; collective activity (single focus for group).* *Content of Activity - math, language, arts, reading, creative writing, social studies...manipulative, motor, fantasy, discussion, reading to children, games, music, integrated, other.* *Base of Activity - based on child's real experience/not based on child's real experience.* *Nature of Activity - abstract, manipulative (expressive/structured).* *Choice of Activity - adult planned (options/no options), planned by children with adult, self-selected (content/timing/both).* *Child Communication to Adult - mostly child initiated/adult solicited, frequently choral, basically listening, none.* *Peer Communication - essential or likely, unlikely (not prohibited), inappropriate, prohibited, impossible (no other child near).* *Behavior Ratings - Involvement (high, moderate, low); friendliness, affection, support; coping behavior; disruptive behavior.*

BRACE codes verbal communication and behavior of children and adults as well as characteristics of the settings in which they interact. The instrument provides quantitative data on what is observable during a specified time span -- in effect, a "photograph" of the classroom. The interpretation of the findings and their implications depends upon the educational goals and preferred teaching practices of the school system or program sponsor which conducts the study.

FIGURE 12

HOME VISITOR OBSERVATION CHECKLIST

(Georgia State)

(Coded "Yes," "No," "Not Applicable" for each item, with room for comments)

I. Planning

- *A. Was it apparent that the parent was expecting the Home Visitor?*
- *B. Was the Home Visitor on time?*
- *C. Did the Home Visitor come prepared with: information on child progress in the classroom, unit test, and materials and learning activities?*

II. Presenting Learning Activities *Did the Home Visitor:*

- *A. give a clear explanation and rationale for the activity?*
- *B. give a clear explanation of the objectives of the learning activity?*
- *C. demonstrate the procedures?*
- *D. let the parent actually work with the materials in the role of teacher?*
- *E. let the parent demonstrate by comments or questions that she was involved in the learning activity?*
- *F. take enough time to clearly explain the learning activities to the parent?*

III. Information *Did the Home Visitor*

- *A. talk with the parent about how the child was doing in school?*
- *B. discuss with the parent how the child did on the last unit test?*
- *C. bring information about the parent or PAC meeting, or other school meetings? invite the parent to school?*
- *D. discuss the previous week's learning activities with the parent?*
- *E. plan the next visit with the parent?*
- *F. have any informal "community" discussions with the parent?*

IV. Socialization Cues

- *A. How would you describe the parent and the Home Visitor? (circle one) open hostility, aloofness, formal, friendly, or warm and relaxed...*
- *B. Was the Home Visitor sensitive to the parent's needs and concerns?*
- *C. Did the Home Visitor offer support or assistance to the parent?*
- *D. Did the Home Visitor verbally dominate the visit?*
- *E. Did the parent verbally dominate the visit?*

V. Assessment

- *A. How would you as an observer rate this Home Visit? extremely successful, successful, moderately successful, weak but not totally unsuccessful, unsuccessful.*
- *B. How would you as an observer/interviewer rate the parent's understanding of the unit taught previously and followed up today? CHECK ALL THAT APPLY. Parent: __expressed awareness of the rationale; __awareness of the specific behavioral objectives or task (have parent role play one activity); __was able to demonstrate/discuss adequately the procedures used to teach the child; __was able to demonstrate/discuss adequately the materials used to teach the child.*

Two instruments were developed for observing home teaching, the Parent Education Cycle Evaluation (PECE), used to analyze videotapes of the teaching behavior of the mother, the parent educator and the teacher in the Florida program approach, and the Home Visitor Observation Checklist from Georgia State. The Georgia State checklist, which is the one summarized here (Figure 12), is filled out by a home observer who checks "Yes," "No," or "Don't Know" next to each item. Copies of the completed form are provided to the home visitor and the home instruction coordinator.

Another kind of evidence that has been used by some sponsors in assessing the qualities of both training and classroom patterns is their ultimate target: children's growth, development and achievement.

Child Learning and Development

It is hard to argue with the idea that children's progress should be the acid test of whether a program approach or an implementation strategy "works." All other things being equal, the idea is certainly sound. However, in Follow Through, as in so many other programs, all other things are not seen as equal -- at least by some sponsors. Some would argue, they want to be sure a particular program approach is fully implemented before holding it responsible, in effect, for producing certain outcomes. Others contend that child outcomes are only one indicator of program implementation procedure adequacy (albeit an important one) and this latter group would agree with a third who would say that even if you could demonstrate full program implementation there would be factors beyond their involvement in any program approach that would influence some aspects of children's growth and development. All sponsors would agree, however, that keeping careful track of children's progress is an important part of good teaching and child rearing, although they differ widely on just what dimensions of development are important to monitor or how best to go about it.

> *...it's a real low priority item with me, the whole summative testing program. Like the Goldenstein-Shrost interpersonal. I could care peanuts for the data that we get from that. I chose that, and we implement that one, because it makes the teachers and other people who are dealing with the children look at children in about 17 different ways. It makes them critically analyze kids on 17 items, pre- and post-, twice during the year, otherwise they may never consider those kids in light of those variables.*
>
> --Sponsor Evaluator

* * * * *

> *We're very keen on having teachers administer as many diagnostic tests as possible. It is a belief that I feel is accurate because if you do it then you pick up so much unobtrusive information and you know that much more about the kids. It seems to be verified, from what the teachers say. They can't do all of them, so the staff developers help out. I don't know if aides administer that or not. Some aides are extremely competent, others are not competent in that way and so can't administer that kind of test. It's a lot of*

data collection at the beginning, but it seems to pay off. The teachers become familiar with the kids that way.

In kindergarten we use the Star Screening Test for academic readiness in the same way. We are adopting the position gradually that a lot of diagnostic testing should occur in the first month to really familiarize the teacher with the kids; not standardized achievement tests. The forms help with assessment and the first month is really best spent developing a very detailed profile of the kids you're going to be working with the rest of the year.

--Sponsor Evaluator

In dealing with child outcomes, sponsor evaluators and others have had to answer this general question. "In what ways are the children who participate in Follow Through supposed to grow and develop, and what is acceptable evidence that this growth and development has taken place?" Some have even gone further by looking for unintended outcomes. The source of the goals and objectives for each sponsor was in the belief systems of those who developed and implemented the program approach. The tools used to assess child progress involved making the goals "concrete" at the risk of leaving some out because they were hard to measure, or exaggerating the influence of others.

Assessment of child progress has been carried out in a wide array of ways:

- simple teacher observations,
- individual schema for record-keeping and diagnostic checklists,
- criterion-referenced tests,
- assessments based on pupil locations in curriculum sequences and nationally normed,
- standardized achievement tests,
- attitude inventories,

and a number of other approaches to making assessments in various areas.

The instruments selected for description in this section are grouped into four clusters: (1) record-keeping guides, including both general suggestions to the teachers and checklists for specific areas (reading,

in the examples used here); (2) very systematic and computer-assisted record keeping and feedback schemes based on student location in sequentially organized instructional materials; (3) a number of sponsor-developed instruments for assessing student attitudes and development in "non-academic" areas such as self-concept, problem solving ability, and independence or autonomy; and, of course, (4) the more familiar standardized, norm-referenced tests of academic achievement and a limited number of other areas.

Record Keeping Guides. Most of the Follow Through sponsors have offered some help to local teachers for keeping track of student progress. Sponsors such as Bank Street, EDC, North Dakota and Arizona offer part of this help in the form of general principles to follow in devising one's own record keeping schemes. Arizona, for example, has produced several guides to assist teachers and program assistants in the understanding of the Planning, Implementation and Evaluation process (PIE). This guide includes rules for "knowledgeable planning," ways of deciding what to record, how to record, how children as well as teachers should keep records and recording the "context as well as the content of behavior."

Hampton has provided a series of Diagnostic and Evaluation Skills booklets to aid teachers with a sequential list of skills in reading, an aid to monitoring and recording student progress and a basis for planning individualized prescriptive reading instruction. It frees teachers from "dependence on the scope and sequence defined in any particular commercially published reading series and makes it possible...to utilize a wide range of reading materials...." They have developed three booklets in the reading series: "A Guide to Minimum Mastery Skills in Reading," "A Guide to Extended Development Skills in Reading," and "A Guide for Independent Performance Skills in Reading." The skills areas covered in these booklets range from perceptual-motor skills and development through vocabulary development, word recognition and decoding, to working study skills and reading interests and appreciations. After a brief introduction for the teacher, each booklet contains sequentially arranged, behavioral objectives for each of the skills areas. For example:

Given a group of 10 small objects (such as buttons or beans) and a small-mouthed container (such as a jar) the child will pick up the objects one at a time and drop them into the container using his thumb and index finger. (Mastery Criterion: 100%)

Given opportunity to encounter a variety of words through reading and to learn a variety of word recognition and decoding skills, the child will demonstrate an increasing ability to sense the regularity of word patterns by naming, listing and grouping or otherwise pointing out similarities he notices between words or within groups of words. (Mastery Criterion: 80% at times of possible opportunity.)

Given daily classroom opportunity to read independently, the child will demonstrate his ability to concentrate on independent reading by sitting quietly and reading without becoming restless or inattentive or being distracted for a minimum of 20 minutes. (Criterion: 80% of possible opportunity.)

In contrast to the preceding precision and detail, a staff member of an open classroom school in Vermont wrote this description of record-keeping:

What those of us working at the Prospect School have done within our program is to construe our record-keeping as a consciously temporal and subjective process. In practice, we consciously examine and record processes -- e.g., social development, expressiveness, reading -- descriptively so that any given process is available for interpretation over time according to the way it contributes to the child's total development or to the evolution of the learning environment. That is, the availability of descriptive records provides the basis for an ongoing examination and interpretation from a variety of points of view of such diverse processes as the physical and intellectual development of the individual child, the patterns in learning to read among a group of children, the relationship of early arithmetic skill to social development, the contribution of the individual's interests to the development of the total curriculum, etc. While the primary objective of these records is to

contribute to the continuity of the individual child's learning experience, their secondary objective is to provide a documentary account of the evolving school program. Finally...we hope to learn more of children's spontaneous formulations of their experience to better enable us to provide a learning environment that will support their continuing growth.
--P. F. Carini, "The Prospect School: Taking Account of Process." ACEI, Testing and Evaluation: New Views, 1975, p. 45.

Another kind of guide is the checklist which directly reflects goals and objectives for children in individual subject or behavioral areas. Figures 13 and 14 contain summaries of three reading/language arts inventories for Arizona, Bank Street and North Dakota, which are similar to those used in many school programs across the country. The Bank Street Roster Profile helps teachers summarize student status across a wide range of interest and competency areas. Instruments such as these have been used in teacher training and day-to-day teaching where they function as guides to what to look for in children, but seldom do the instruments have any role in research or policy-oriented evaluation. For sponsors like Arizona and Bank Street such checklists constitute only a portion of a much wider array of approaches to record keeping and assessment of student progress, many of which have been devised by individual teachers or sites. North Dakota offers a variety of checklists to its Follow Through teachers to use as is, modify for local purposes or simply ignore.

FIGURE 13

A. *GROUP AND INDIVIDUAL RECORD - DEVELOPMENT OF LANGUAGE AND READING* (Bank Street) (Excerpts)

[Code: X = moving rapidly, Y = doing well, Z = needs diagnosis and/or extra help.]

A. Language

1. Listening and appropriate responding (likes stories, reacts to questions...)
2. Expressive verbal communication (likes to tell about experiences, can verbalize feelings)
3. Expanding vocabulary (uses recently learned words, pursues meaning of new words...)
4. Written language (can write simple sentences, initiates recording of experiences, writes increasingly complex stories...)

B. Comprehension

1. Concept of meaning (sequences story pictures, identifies main story pictures, evaluates resources, draws defensible conclusions...)
2. Gets meaning from listening
3. Reading for information (enjoys using reference materials...)
4. Reading for enjoyment
5. Following directions (...of increasing number of steps...)

C. Skills

1. Auditory discrimination
2. Visual discrimination
3. Motor skill - eye-hand coordination

D. Encoding -- Decoding

1. Spelling
2. Word analysis
3. Expanding sight vocabulary
4. Context and picture clues

B. *BARBE READING SKILLS CHECKLIST* (Arizona, North Dakota) (Abridged)

READINESS LEVEL

A. Vocabulary

1. Word recognition (interest in words, knows names of letters, can match letters...)
2. Word meaning (speaking vocabulary adequately to convey ideas, matches pictures to words...)

B. Perceptive Skills

1. Auditory - sounds
2. Visual - sizes, shapes, similarities and differences...

C. Comprehension

1. Interest (wants to learn to read, likes to be read to...)
2. Ability (remembers stories...in sequence, uses complete sentences...)

D. Oral Expression

1. Remembers five-word sentences
2. Makes up endings for stories
3. Able to use new words

FIRST GRADE LEVEL

A. Vocabulary Word recognition (list of 100+ words)

B. Word Analysis

1. Phonics (initial consonants, blends)
2. Structural analysis (endings, compound words, word families)
3. Word form cues (upper/lower case letters, length of words...)

C. Comprehension (Understands printed symbols represent things, can follow printed directions, can verify a statement, can draw conclusions from facts, can recall what has been read, can place events in a sequence...)

D. Oral and Silent Reading Skills

1. Oral reading (correct pronunciation, phrasing, voice intonation, etc.)
2. Silent reading (reads without vocalization, lip movements, head movement)

FIGURE 14

ROSTER PROFILE

(Bank Street)

[*Scale: shows unusual strength, shows appropriate strength, needs help, insufficient data, shows improvement...*]

A. *Self-Social/Learning Styles*

1. *Sense of competence - social, physical, academic...*
2. *Independence - in learning situation, in peer relations...*
3. *Active involvement in learning...*
4. *Curiosity - direct/indirect, in relation to people, classroom and outside environments...*
5. *Expressive and creative...*
6. *Organizing and integrating facts - in relation to people, materials, the environment...*
7. *Finding strategies and solutions to problems - concerning people, materials, the environment...*
8. *Positive reaction to school...*
9. *Productive interaction with adults - in and outside classroom...*
10. *Productive social interaction with children - peers, older children, younger children...*

B. *Interests - Materials and Activities*

1. *Manipulative materials*
2. *Art*
3. *Music*
4. *Fantasy, dramatic play, creative dramatics*
5. *Reading related activites*
6. *Math related activites*
7. *Science related activities*
8. *Group games*
9. *Skill games*
10. *Cooking*
11. *TV, records, other media*
12. *Physical activities*
13. *Others*

Interests - Topics

1. *Sports*
2. *People*
3. *School environment*
4. *Community*
5. *Animals*
6. *Other*

Computer-Assisted Record Keeping. Georgia State, Kansas, Oregon and Pittsburgh have developed schemes for monitoring student progress that involve the use of computers to assist in the progress of collecting performance data from each classroom and site, compiling and summarizing those data, and then making the compilations available to the sites within very short periods of time. This high speed feedback system is made possible not only because of the computers, but because all students in these program approaches use a common set of instructional materials which contain sequentially arranged lessons or units and periodic tests for mastery.*

Oregon has described its Bi-Weekly Report and Continuous Progress Tests system as follows:

> *Built into the DISTAR programs are teacher-given tests to check each new skill as it is taught. To monitor child progress independently of the teacher, continuous progress tests are given in each area each six weeks by paraprofessionals at the Follow Through sites. Every two weeks test results in one area are summarized by child on four-copy IBM forms (with names and numbers preprinted by group). These bi-weekly reports also show absences for the two-week period and show where each group is in each program. Copies of the reports go to the teacher, the supervisor, the project managers and our data analysis center. The reports can be used locally to directly regroup the children or to provide special remediation or acceleration. They also provide a basis for summary analyses of progress for management by sponsor. Trouble spots can be determined and worked on.*

*For example, Kansas uses Sullivan/McGraw-Hill programmed readers: Pittsburgh the ERP, modified McGraw Hill and Individually Prescribed Instruction (IPI) reading materials; and Oregon DISTAR Reading, Language and Arithmetic programs.

At the heart of the Kansas program approach are the Behavioral Analysis National Communication System (BANCS) and the Weekly Individual Progress Report (WIPR) records of each student's placement in reading, mathematics, spelling and handwriting. Students progress through the programmed instructional materials, moving from one step to the next as soon as they achieve 80% mastery. Every week an evaluation aide summarizes the placement of each child on the WIPR and the information is transmitted to Kansas, where it is used to compute student Progress Targets for the next week. A portion of a computer printout from the WIPR has been reproduced on Figure 15, together with an interpretation which illustrates how it is used for prescription.

FIGURE 15

KU WEEKLY INDIVIDUAL PROGRESS REPORT

BEHAVIOR ANALYSIS REPORT TO: SMITH WOODSTOCK PORTLAND
REPORT NO. 2, VERSION - H CODE - 050413160 3RD 0925
MESSAGES -

		READING					:	MATH				
STUDENT ID	NAME	ABS	09/24 BK-PG	STEP	SUCCESS W*RATIO*Y	10/01 TARGET	:TRG: :OPT:	09/24 BK-PG	STEP	SUCCESS W*RATIO*Y	10/01 TARGET
01	BUSHELL, D	1	14,127	44	- 14/ 39-	15, 23	C:A	3,162	43	+ 10/ 7+	3,170
02	RAMP, G		21, 25	57	+ 24/ 23+	21, 48	A:A	3,160	42	+ 10/ 10+	3,170
03	WEISS, L	1	18, 73	52	- 5/ 21-	18, 95	A:A	3,163	43	+ 8/ 7+	3,171

As shown in Figure 15, each feedback report is titled "Behavior Analysis Report To;" and is followed by the teacher's name, "Smith;" school name, "Woodstock;" and the district, "Portland." It is "Report No. 2;" computer program "Version H;" the code number for the room is "050413160;" a third grade, and the computer processed the data on "09/25." There were no messages. The rest of the report is divided into two parts headed by READING on the left and MATH on the right. On the far left under the heading STUDENT are the roster I.D. numbers followed by the student's last NAME and first initial. In this case student number 01 is Bushell, D. Moving from left to right, Bushell had been absent (ABS) for one day when Smith turned in her weekly Individual Progress Report (WIPR) for the reporting period ending 09/24. Bushell's book (BK) and page (PG) placement in reading was book 14, page 127, which falls within progress STEP 44. The next data column titled SUCCESS RATIO shows that Bushell completed only 14 of the 39 pages targeted for 09/24. The minus (-) under the W indicates that he failed to meet the weekly target. The minus (-) under the Y or yearly target column indicates that if he continues at the rate of 14 pages per week, he will not meet the preset year-end target. Bushell's new TARGET for the next week, 10/01, is book 15, page 23, a page target of 40 pages. If Bushell continues to miss his weekly targets, each new target will slowly increase as those uncompleted pages are spread over the yearly requirement. Bushell is operating under Option C, the two-year target option (TRG:OPT), which means that it is possible for him to meet each of his weekly targets and still not meet the yearly target. The difference between these two target classifications is precisely the distinction between continuous progress assessment, the weekly target, and predictive planning, the yearly target attainment projection.

--Sponsor Evaluator

Sponsor-Developed Instruments. As we mentioned earlier, adequate tools for the measurement or assessment of student progress in some areas of learning and development were not available at the beginning of Follow Through. Even in the so-called academic areas of reading, mathematics, and the like, most sponsors found that the widely used standardized achievement tests were not adequate for many of their purposes.* Thus, a good many turned to developing criterion-referenced tests such as those alluded to in the section just preceding or to other means of assessment.

But what happened when major sponsor objectives went beyond the standard school subjects to areas like self-concept, problem-solving ability, learning-how-to-learn, and attitudes and feelings? This is where sponsors really had to be creative and many have spent a good deal of time and effort developing, testing and refining brand new tools.

The results of interviews with both Follow Through and non-Follow Through children in the spring of 1974 were summarized recently in a North Dakota publication. Following are some excerpts of Follow Through children's responses on two topics:

1. *Activities/Involvement*

(The child's view of the activities available in the room and the extent to which each child engaged in the activities are the focus here.)

The children in all of the classrooms viewed a wide range of activities as being available to them. These options included math, reading, S.S.R., writing to pen pals, science, cooking, beadwork, carpentry, writing in journals, talking to friends... Centers and center time were also frequently mentioned. The children not only viewed the foregoing as activities available to them, but also activities in which they were actively involved.

A few children in each classroom had suggestions for things they would like to do, learn or know more about.

*See discussion of such tests in next section.

2. *Peer Relationships*

(Inquiries into this area center around whether the child works with other children in a helping or collaborative manner and if this is helpful. The child is also asked whether others in the room are a bother, and if so, how one deals with this.)

According to the children, there is a great deal of interaction within the classrooms. The children are free to seek help from each other and to give assistance to their peers in math, science, reading, spelling, playing games, working puzzles, writing, cleaning up, making puppets and repeating directions.

Reasons given for finding it helpful to work with others were:

> *"When I help them I learn."*
>
> *"They learn, I learn."*
>
> *"It helps you to work with other children because it gives you ideas."*
>
> *"I can understand more of it."*
>
> *"It gets me more used to the room and it makes me learn more about the people that I'm working with and it makes me better known."*

*Noise was the principal reason why some of the children found it difficult at times to work in the classroom. However, the problem was solved by moving to another place, telling the children involved to be quiet and finding a quiet place to work. Some told the teacher they were working "as well as I can," "waiting until they stop," "plugging my ears," "minding my own business," or "going to the earphones to listen to tapes."**

*Children's Interview, Insights into Open Education, Vol. 7, No. 5, January 1975, pp. 11-12.

North Dakota has used an interview with the child called "And What Do You Think?". It is summarized in Figure 16 and described by the sponsor as follows:

> *In general, the interview attempts to learn whether the child perceives the environment as containing a variety of options; if the child is able to act upon what he or she wants to do (a project or something he or she wants to learn more about) and if not -- why not; if the child sees the materials and people in the room as resources helpful to or hindering his or her movement and goals; whether the child perceives himself or herself as an influencing agent able to bring about change; and the child's general feelings about the classroom and whether the child is able to express and act upon those feelings. The children's responses will also help in understanding the characteristics and the extent of the structure in the room and the relationship between this structure and the children's movements.*

FIGURE 16

CHILDREN'S INTERVIEW - "AND WHAT DO YOU THINK?"

(NORTH DAKOTA)

1. *Tell me all the things that you can do in your classroom. Are there things that other kids do that you don't do? Some things that only boys do? Why?*

2. *How do you spend your time in the classroom? What things do you do? How do you get started on these?*

3. *What does the teacher do? What does the teacher like to do best? When do you talk to the teacher? What about?*

4. *Is there something you'd like to do that you haven't done yet?*

5. *Tell me something that you would like to learn more about. Could you do that in your classroom? How? How could teacher(s) help you?*

6. *Can you bring things into the classroom from outside if you want? How does it help you?*

7. *Do you ever work or do things with other kids? What kinds of things? How does it help you?*

8. *Do you help other children do things in the classroom? What with? When? How do others help you?*

9. *Are there times when it's hard to work because of other children? When? Do they do this a lot? When?*

10. *There are lots of projects in this room. Tell me what a project is. Name some. Tell how it got started. Did you do it? Do you like doing projects?*

11. *What are the things you can't do in this classroom? Is this good? Why?*

12. *What do teachers do that you'd like them to stop doing? What don't they do that you'd like them to start doing?*

13. *Do you have a favorite place in the classroom? Where? Why?*

14. *Is your classroom different from others you've had before? How would you like to make your classroom different? Why? Could you? How?*

15. *Do you talk with people outside of school about things you do at school? Does anyone ask? What kinds of questions? What do they say? What do you think about your classroom this year?*

16. *Are there times when you don't want to come to school? Why?*

17. *When you're in school, what is the best part of the day for you?*

Two other examples of attempts to get at student attitudes or feelings are capsulized in Figure 17. The My Class inventory from Hampton uses faces to give students response choices, thus minimizing the need to read in order to respond. The Florida I Feel - Me Feel has a similar scale (from sad to happy feelings) with line drawings to help students understand the 40 items requesting response.

FIGURE 17

A. *MY CLASS* *(Hampton)*

My Class *"Here are some questions about how you get along in the classroom... Check or mark the face that best shows the answer..."*

The way I feel about:
- *things in this classroom, when the teacher checks my class work*
- *when it's time to come to school*
- *when the teacher is asking questions of everybody*
- *when she doesn't call on me*
- *when she does call on me*

The way teacher looks at me:
- *usually, when I answer a question right*
- *when I answer a question wrong*

B. *I FEEL - ME FEEL* [*Pupil Self-Concept*] *(Florida)*

There are 40 items and a scale of five responses.

1	*2*	*3*	*4*	*5*
very sad	*a little sad*	*not sad not happy*	*a little happy*	*very happy*

walking with the teacher
building with blocks
doing things for the first time
school makes me feel
when teacher talks to me
counting to 10
singing
reading a new book
doing things by myself
going to school
when I talk to the teacher
when I get mad
my clothes make me feel
dogs and cats
when I draw
flowers
looking in a mirror
running
when I paint
writing
children
my hair
big people
building things by myself
when I play
reading
when I dance
throwing a ball
eating lunch at school
my class at school
going down a slide
doing things I've done before
listening to stories
playing games
arithmetic
boys make me feel
playing with girls
the teacher
books
the principal's office

Arizona became interested in looking at the independence of TEEM children. They have done this by assessing the extent to which children maintain responsible learning behavior in the classroom during the absence of controlling adults. The sponsor expected their children to continue school-related tasks in a socially acceptable manner without the pressure or presence of the regular teaching adults. A member of Arizona's evaluation staff developed the Classroom Attitude Observation Schedule (CAOS) for this purpose. CAOS observers make notations every two minutes, for thirty-six minutes, on the number of students involved in such classroom activity areas as: snack/lunch; group time; story/music; math; language; social studies/geography; science; games; arts/crafts; sewing/cooking/ woodworking; role playing; transitional activities; classroom management; out of room; wandering; and recorded whether student behavior is inappropriate during these activities. The thirty-six minutes are broken up into three twelve-minute periods. The first is done with teaching adults present, the second with teaching adults absent and the third with teaching adults returned.

When it comes to child characteristics such as problem-solving ability and self-concept, many sponsors have relied on informal, open-ended, checklist-oriented approaches which depend largely on individual teacher or other observer judgment, and therefore are not very useful in collecting similar information across a number of classrooms and sites. To try to overcome this problem, a number of sponsors have worked to develop standardized measurement devices. Two good examples of the results of this kind of work are Far West's Problem Solving Test and a number of "game" approaches to the assessment of self-concept. The Problem Solving Test, developed by one of their field representatives, is described as follows:

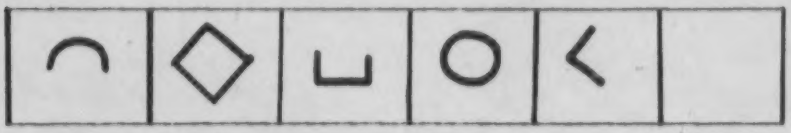
> *Six abilities have been identified as important for solving problems: (1) willingness to take reasonable risks of failure when confronted with a problem that can possibly be solved; (2) ability to use additional information to revise answers to solve a problem; (3) expression of confidence in one's solution to the problem; (4) ability to perceive rules for a pattern (inductive reasoning); (5) ability to extend a pattern (deductive reasoning); and (6) ability to change perspectives. A patterning game was devised*

to assess these six abilities for children of ages six through nine. The game consists of 13 patterns that use numbers, shapes, colors, locations, word relationships, classification and number relationships and non-symbolic figures.

The 13 patterns are divided into two parts: Part I (Patterns No. 1 through No. 8) are complete patterns and Part II (No. 9 through No. 13) are incomplete patterns. An example of a complete pattern is:

The rule of the above pattern concerns shape and number; squares alternate with circles, and an additional square or circle is added successively.

An example of an incomplete pattern is:



The rule of the above pattern is open and closed shapes of circles, diamond and square alternating with each other.

In a 10-15 minute individual administration, each student is shown each completed pattern, one frame at a time. The student is asked to guess what will come next. Then having seen the entire pattern, the student is asked to extend it and state the rule for it. In the second part the student is asked to fill in blank frames to complete each pattern and then to create a number of patterns for the examiner to complete. Child performance is scored on the number of guesses, number of correct guesses, confidence in each guess, correctness of pattern rules given, pattern extension and production.

An extensive self-concept bibliography attests to the number and variety of attempts that have been made to render it measurable in some sharable, standardized ways. During the course of its Follow Through

sponsorship, Far West developed at least two approaches of its own, both in game format. The simplest of these two is the Self-Concept Target Game, which taps only one aspect of the healthy self-concept -- realistic level of aspiration.

Commercial Achievement Tests. No description of the child assessment tools used in Follow Through would be complete without at least mentioning the standardized, norm-referenced achievement tests which have been used at least periodically by a good many sponsors, including Arizona, Bank Street, Far West, Georgia State, High/Scope, and Florida, as well as Pittsburgh, Oregon and Kansas. These include such tests as the Metropolitan Achievement Test (MAT) and the Wide Range Achievement Test (WRAT), as well as a number of others including various diagnostic instruments, intelligence tests and some measures of affect, such as motivation. No sponsor has used standardized tests as the sole, or even the main indicator of children's progress, only as one of a wide variety of indicators that included criterion-referenced tests and informal assessment and record-keeping devices.

At least three sponsors would have nothing to do with standard achievement tests, except as part of the national evaluation of Follow Through. As mentioned earlier, AFRAM has encouraged only self-evaluation and the EDC and North Dakota evaluation staffs have come out very strongly against standard achievement tests as contradictory to the basic principles of open education. They point out testing situations preclude sharing, are mostly paper and pencil oriented, require students to do the same things at the same times, encourage competition and the making of comparisons, and emphasize learning for some outside reward such as a letter grade or a gold star.

Other Influences

One area where differences in sponsors' basic assumptions about the whole process of teaching and learning can most easily be seen, centers in

the amount of attention that they give to influences on development and learning beyond those which children are exposed to in their program approach. One sponsor cluster has assumed that, to the extent that they are able to get teachers and others to carry out their instructional programs adequately, children will master what is taught (Oregon, Pittsburgh, High/Scope, Gerogia State). These and other sponsors are, however, sensitive to various forces in the community that might influence the extent to which teachers actually "deliver" their program approaches to children. Indeed, some are keenly aware of outside influences on both adults and children, some of which may be beyond the control of either the sponsor or those who live and work at a local site.

A number of sponsors have collected various kinds of background information on children, their parents and the communities in which their sites are located. Much of this is standard information on socio-economic status and other demographic characteristics. This kind of information is commonly used to interpret pupil performance data, especially in trying to see whether children with certain kinds of background are effected differently from others by certain kinds of materials, methods and settings.

Two sponsors, North Dakota and Far West, have focused specifically on teacher perceptions of various influences on what can be done in the classroom.

A section in North Dakota's Teacher Training Evaluation Questionnaire asks "how decisions are made in the (teacher's) classroom/school and particularly how external pressures affect what (the teacher) does." Teachers are asked to estimate to what extent (on a scale ranging from "to a great extent" to "not at all") they and their children control decisions about such classroom things as choice of textbooks and other materials, rules for behavior and discipline procedures and curriculum content. Additional items probe the amount of influence (from "a great deal" to "none") exerted on the teacher's classroom by such groups as the school board, the principal, parents and other teachers. Teachers are also asked whether they see any influence these groups have as a help or hindrance -- particularly in relation to the attempts to bring about significant change in the classroom.

The Far West Educational Forces Inventory (Figure 18) was constructed to reflect the concerns of teachers regarding "patterns of influence exerted on the teaching/learning process by significant elements in the educational setting." The information obtained with this inventory contributes to the alleviation or removal of negative stresses on teachers as well as to more general program evaluation and revision efforts.

FIGURE 18

EDUCATIONAL FORCES INVENTORY [*Abridged*]

(Far West)

*Factors that Influence a Teacher's Teaching Behavior**

1. *PRINCIPAL in your school*
2. *CENTRAL OFFICE ADMINISTRATION (Superintendent, Asst. Supt., etc.)*
3. *OTHER TEACHERS in your school*
4. *PARENTS of the children in your class*
5. *The CURRICULUM prescribed by the district*
6. *TESTING PROGRAMS used to measure educational gains*
7. *BOARD OF EDUCATION*
8. *The school's PHYSICAL FACILITIES*
9. *The ENVIRONMENT of the community*
10. *YOU, YOURSELF*
11. *DIRECTOR of the Follow Through Program*
12. *PROGRAM ADVISOR who works with you the most*
13. *(For teachers) the TEACHING ASSISTANT (for Teaching Assistants) the TEACHER*

Task A: *For each factor indicate on a scale from 0 to 9 how much that factor actually affected your teaching (regardless of whether the effect was positive or negative) during the past school year.*

1. 0 1 2 3 4 5 6 7 8 9
   None Low Medium High
2. . . . . .
3. . . . . etc.

Task B: *Assume that 100 points were all the weight that affected your teaching. Distribute the 100 points among the 13 factors according to how much each factor affected your teaching during the past year. (The total of all the points should equal 100.)*

1. _____ *points*
2. _____ *points, etc.*

TASK C: *For each factor circle a number on a scale from 1 to 9 to indicate whether the factor had positive or negative effect over your teaching.*

1. 1 2 3 4 5 6 7 8 9
   Strongly Negative *Neutral* *Strongly Positive*

*For use with teachers and teaching assistants.

SUMMARY

The evaluation component of Follow Through sponsor efforts must be understood in the special context of the interrelationships of Follow Through program approaches/sites/sponsors and the United States Office of Education.

Evaluation has been defined as collecting information about how an activity is going, what results from that activity and the weighing of that information against the desired or expected outcomes of the activity.

Formative evaluation has been the most common in Follow Through and there has been a close relationship between implementation, training and evaluation efforts.

Formative evaluation data have enabled sponsors to continue in their research and development efforts. Program approaches have been elaborated and refined in light of new evidence.

Evaluation data have been used to provide educational authorities and funding agencies information on which to base policy decisions such as whether or not to extend or cut back a project. This information is distributed through annual reports, the national Follow Through evaluation report and so on.

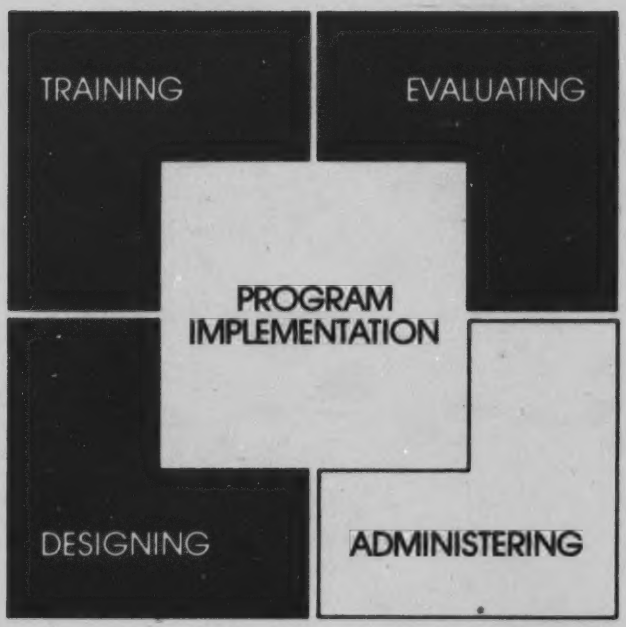
Follow Through sponsor evaluation has been carried out in close relationship with local staff members. Much of the evaluation effort has been devoted to describing the program inputs, implementation activities and pupil outcomes.

Evaluation and sponsor implementation has been described in terms of the instruments that various sponsors and local staff members have devised to carry out evaluation. Instruments have been developed and used to collect data on: (1) the training of adults, (2) the classroom, (3) children's learning, and (4) other influences.

Finally, an overview of national Follow Through evaluation and its influence on sponsors and sites has been provided, including its role in describing programs, assessing student outcomes and making comparisons among sponsor program approaches.

CHAPTER V

ADMINISTERING



Previous chapters outline actual program approaches, training and evaluating that implementors of Follow Through have used.

In this chapter we will describe some of the ways sponsors worked with school administrators, parents and within their own organization to develop advocacy and management relationships necessary to support the implementation process.

WHAT IS ADMINISTERING?

Sponsors have learned that changing adult behavior and school practices require a well-administered and organized support system. With that in mind, administering in this report means the development of advocacy and management relationships which enables change to occur more easily. This has involved not only management and advocacy at the school district level and active support of Follow Through parents but also management of the sponsor's own organization.

Even though most sponsors have identified the classroom as the primary focus of their implementation efforts, they have learned that their goals would not be fulfilled without developing solid administrative support at these three levels.

Follow Through was designed to be integrated into the routines already established in a school system. Such integration has led, in many cases, to conflicts between sponsor requirements and established school routines. If local program support was established, these conflicts were minimized and program operation was made easier. Without this support conflicts were often not resolved and implementation was hindered.

Although, at the outset, sponsors were required to involve parents in project site activities, they soon learned the need for parent advocacy to effectively implement their program approach. Without parent support efforts to create change are diluted. Support and advocacy are essential.

BUILDING ADMINISTRATIVE SUPPORT WITH PRINCIPALS AND CENTRAL OFFICE ADMINISTRATION

Follow Through Directors and Building Principals

In the original designing of Follow Through, the United States Office of Education (USOE) could foresee the need for an administrative leader or coordinator of projects in local school districts. The role of the local district Follow Through director was created to give someone responsibility for dealing with new conditions and problems inherent in placing a federal project in a public school district.

Directors were to assume four basic responsibilities:

1. manage Follow Through funds plus coordinate Title I and other funding;
2. coordinate activities with the program sponsor;
3. negotiate the Follow Through grant with USOE and Follow Through sponsors; and
4. implement the sponsor's program as well as coordinate all other Follow Through program components -- parent involvement, nutrition, medical and dental care, and staff development.

Some functions included in a typical day in the life of a Follow Through director might be meeting with the personnel committee of the Policy Advisory Committee to review the committee's recommendations on filling a vacant teaching position, arranging for the services of a local dentist to give dental examinations, reviewing a list of new children in the community who might be eligible for Follow Through or arranging meeting rooms for an on-site training session.

The ways the director assumes responsibility for the instructional component vary from site to site. In many sites the director has been thoroughly familiar with the sponsor's approach and has played the role of a "head trainer." Along with local trainers, the Follow Through directors are active participants in program approach implementation. In other sites the director focuses primarily on purely administrative tasks such as fiscal management and liaison with the Policy Advisory Committee (PAC), leaving teacher training to the project's local trainers and visiting sponsor field representatives.

The effect of the creation of this new role was to establish an additional position outside the traditional line of authority in the local school system. This often led to problems in clarifying the roles between Follow Through directors and principals of buildings in which Follow Through classrooms are housed. Follow Through directors were assumed to have administrative responsibility over the same classrooms that building principals saw themselves supervising.

> *Follow Through coming into a principal's building meant cutting into their autonomy. I think there was an element of resentment in their having to share power.*
>
> --Follow Through Director

Neither USOE nor sponsors originally specified the differing roles and responsibilities of the Follow Through director and the principal.

> *What we failed to do was to specify roles and obligations of each person in the system. ...lots of problems were created between the role of a director and the principal. It would be assumed that if you had a district commitment to do this program and that if you had a director specified whose job it was to direct the procedure, you would expect instantly that the principals would automatically be under the control of the director. Right? It just seems so obvious. Not so. Some of these principals didn't want the program in their schools.*
>
> --Sponsor Director

* * * * *

> *Sometimes principals and Follow Through directors lock horns because what the principal has been doing for years is not what the sponsor wants done.*
>
> --Follow Through Principal

Early in the program, sponsors saw the necessity of developing strong support for their program approach at the building principal level.

> *I don't think a program can get a decent trial at all without strong support from the principal.*
>
> --Follow Through Principal

Often, a Follow Through director was actually powerless to carry out various expectations of the program approach. For example, building principals had the authority to fail children who didn't score sufficiently

high on standardized tests even though such a practice would be contrary to the sponsor's approach, the approach the Follow Through director was responsible for administering.

> *Most difficulties arise from principals who are unfamiliar with the program, yet who arbitrarily change and mutilate it.*
>
> --Sponsor Field Representative

In another example, principals didn't allow scheduling of daily planning time for teachers in those program approaches which require that planning time. Follow Through directors again found themselves powerless to carry out the expectations of the program approach.

Central Office Administrative Support

Many of the problems of implementation faced by Follow Through sponsors have been beyond the jurisdiction of a building principal and could only be resolved at the central administration office level. These problems usually dealt with district-wide policies running at odds with Follow Through project requirements.

> *We are doing some work at the building level, but even that's insufficient. Where are the decision makers? Where do the values come from? Where are the policies? They are not set at the building level at all. That's the whole crucial element of any kind of institutional change or social reform program. It's not just a matter of a mini-course which is changing a specific teacher behavior. That's not going far enough.*
>
> --Sponsor Director

* * * * *

> *In those communities where we're most influential, who is supporting our influence? The top level administration, its board, its community.*
>
> --Sponsor Director

With strong central administration support even uncooperative principals are influenced to support the sponsor's approach.

> *If central administrations want to see the program go, they can go down to a principal if the Follow Through director doesn't have the clout.*
>
> --Sponsor Field Representative

Central office administrative support comes from a number of different sources. In large city districts a federal program coordinator's office often is closest to the Follow Through project rather than other "higher-ups" in the system. In smaller cities where Follow Through represents a significant amount of funding in the district, the assistant superintendent or the superintendent might be in constant contact with the program.

The role of the assistant superintendent, for example, is identified by one Follow Through sponsor as being particularly crucial to effective implementation.

> *Our single most penetrating measure of implementation is to interview the assistant superintendents. They'll tell you exactly how we're doing. You say, "Do you like the program?" If they say yes, we're doing great. If they say no, we're having trouble.*
>
> *What can a non-facilitating assistant superintendent do to hinder implementation?*
>
> *He can take a good Follow Through director and move him to another program. He can take a good principal of a Follow Through school and reassign him. He can make it difficult for people who want to work in the program to get that assignment. He can make it easy for people who don't like that program to get assigned to it. He can make sure that payrolls for the parents get met on time...or they're late...either way.*
>
> --Sponsor Director

Involving Administrators

Realizing the need to build local administrative support, sponsors have designed ways to train and involve local administrators in their program approaches. Generally, three requirements have been identified as essential to the development of administrator's support of a sponsor's approach:

1. developing an understanding of the purposes and objectives of the sponsor's approach;
2. understanding what each local staff position was expected to do in implementing the program approach; and
3. identifying specific ways that each administrator could assist and support program approach implementation.

To accomplish these goals, most sponsors provide some type of formal training for local administrators. Often initial training is designed to give a general orientation to the sponsor's approach.

> *The administrators' training wasn't really training, it was more of getting to know one another, information about us, so we would essentially present our point of view and let them respond or ask questions...*
>
> --Sponsor Field Representative

Following orientation, training either takes the form of workshops designed specifically for administrators or workshops for all project staff that include administrators. The workshops are held at either the sponsor headquarters or in local communities. Workshops are also held by sponsors where administrators are given specific tasks to perform. For example, a group of principals from Florida sites met to develop specific role expectations for principals. These expectations represented not only tasks designed to familiarize the principals with Follow Through and the sponsor, but specific ways that principals could assist and support program implementation. A sampling of the resulting role expectations follows:

- *The principal should become familiar with the federal guidelines of the Follow Through program.*
- *The principal should become familiar with the tenets of the Florida Model by acquainting himself with the annual "Florida Follow Through Proposal."*
- *It is suggested that the principal read the book, "Experiments in Primary Education" by Maccoby and Zellner.*
- *Principal should attend all PAC meetings.*
- *Principal should make home visits with parent educators.*
- *In planning the schedule for Follow Through classes, the principal should establish that sufficient time be set aside for planning by either (1) scheduling an hour or so a day, or (2) showing the teacher how to find planning time.*

- *Principal should attempt to provide some type of material rewards for Follow Through teachers as an incentive for them to meet the extra demands that the program places on them.*

--Follow Through Materials Review

In addition to formal workshops, sponsors involve administrators in program approach implementation by including them in the evaluation process. Most sponsors have developed a number of methods of providing principals and other administrators with feedback of monitoring and evaluation data. The feedback increases the local administrator's awareness of the processes or outcomes the sponsor wants to see occur.

In some instances, tools have been designed and developed specifically for use by principals and other administrators to monitor classroom processes.

...the observations serve two purposes. One is to teach the principals what we do in the classroom. Second, if they know what kind of things we do in the classroom, then they can in turn support teachers, provide feedback and encouragement.

--Sponsor Field Representative

The Kansas and Oregon program approaches, for example, have developed a number of classroom observation instruments for principals' use as they go into the classroom.

We developed a principal's observation form, something for the guy to do when he walks into the classroom other than stand and nod and look at the bulletin boards. Part of it was a small mini-observation form that was very subjective in nature, but still helpful.

--Sponsor Evaluator

Many sponsors' field representatives provide principals with copies of various types of evaluation data, reports and on-site visit reports. As an illustration, North Dakota keeps local administrative personnel up to date by providing a written report following each visit to the Follow Through director, building principal and the superintendent of schools.

Any time we're coming in and taking a look, I think that the principal needs to know what we've seen so it's not like people are coming in and making some kind of assessment and getting some kind of perception and not letting him know.

--Sponsor Field Representative

Sponsor field representatives and local trainers have also developed a number of less formal ways to keep principals and other administrators informed.

1. Encourage the principal to go into the classroom on a regular basis.

> *We want principals to get into the classroom and go with either a local trainer or just alone to see what's actually going on.*
>
> --Sponsor Field Representative

2. Invite the principal to join during classroom observation.

> *Take the principal into the classroom with you when you go in to observe. If you're using a specific observation tool, discuss the tool and how it is used to help that particular teacher.*
>
> --Sponsor Field Representative

3. Make contact with the building principal during sponsor site visit.

> *...we've also made certain that when our staff members go on site, they go to the principal's office and have some brief conference before going into the teachers' rooms.*
>
> --Sponsor Director

* * * * *

> *Never go into a building without seeing the principal. Always meet with the Follow Through director.*
>
> --Sponsor Field Representative

4. Share classroom materials.

> *We also made it our policy to share with the principal any materials we were going to give out to the teachers. By explaining to the principal exactly what we will be doing on site, a greater understanding is gained through the exploration of materials. An administrator might not understand the concept and is rather resistant because of the lack of understanding. The sharing of material was one way to break down this resistance.*
>
> --Sponsor Director

All of these techniques have been designed to give information to the principals and other administrators in order to improve their understanding of the program approach, their role in the implementation and the role of others. By continued training and involvement, school officials have been better able to know what is expected of them and other school staff in order to facilitate the implementation process.

BUILDING ADMINISTRATIVE SUPPORT WITH PARENTS AND POLICY ADVISORY COMMITTEES

Just as sponsors have learned the need for developing local administrators as advocates, they have also learned the value of involving and developing parents as advocates.

> *Our original proposal made very little mention of the role of parents in the educational process. As a result of our work in Follow Through, we have become increasingly aware of the central role parents must play in the education of their children...the most effective way to insure that parents are a respected component of the Follow Through program is to be certain that parents, individually and through PAC's are included, consulted and party to decision-making involving the program.*
>
> --EDC 1974-75 Proposal

We've mentioned the various roles parents play in the instruction of their children by assisting in classrooms and teaching their own children at home. We also described Follow Through guidelines in Chapter I that mandated parent participation in administrative decision-making through Policy Advisory Committees. Beyond this mandate, Follow Through sponsors were directed to provide the Policy Advisory Committee with information on the following:

1. the structure and organization of the school system;
2. the selection and recruitment standards for school personnel;
3. the school budget;
4. the decision-making process in the school system;
5. citizen involvement in other programs, such as Model Cities, Title I, etc.;
6. the purpose and history of all school programs which affect Follow Through kids;
7. all regulations, guidelines and policies applicable to Follow Through;
8. all evaluations of the project;
9. planning processes which the sponsor may be undertaking and which may affect Follow Through; and
10. general data concerning the needs of children enrolled in Follow Through.

Sponsors have also been directed to play an active role in helping parents develop group leadership and decision-making skills to facilitate their involvement.

> *I think learning how to deal with the school system is the most important thing that the sponsor has done...to make the parents aware that they should be interested in and get involved with what is going on in their school so they can bring about effective change. The process of involvement is not just jumping up and saying, "You're wrong about this, this and this," but rather knowing the how to skills in systematically working with the school system to bring about change.*
>
> --Follow Through Director

How sponsors worked with Policy Advisory Committees varied from sponsor to sponsor. AFRAM considers the parent component and the PAC as inseparable from the instructional component of Follow Through. Teachers are held accountable to the parent community and parents are full partners in the planning, decision-making and evaluation processes. Parents are also to be full partners with schools in teaching children.

To assist parents in broadening their decision-making power with the school system, AFRAM has developed the role of the local stimulator -- usually a Follow Through parent -- to act as an advocate as well as trainer of parents. This person is responsible solely to the parents in the community -- not the school system. They act as an agent of the PAC by informing parents of school decisions which affect them and their children.

AFRAM trains parents, PAC chairpersons and local stimulators in workshops held in the communities where the parents live. The training is designed to make parents aware of their decision-making power. For example, parents became more aware of their power in making a decision to establish a special PAC bank account for emergency purchases and overcoming the resistance to their proposal.

> *The Board of Education said "No group can have their own bank account", but the PAC appealed to Washington, D. C. and got permission to set up the account.*
>
> --Follow Through Director

AFRAM considers this type of parent involvement as the single most important goal of the Follow Through effort.

> *It's the parents' obligation and duty to demand certain things from the schools and expect to get it.*
> --Follow Through Director

The home instruction sponsors -- Florida and George State -- also place heavy emphasis on working with the PAC's in the communities implementing their approach. In these two approaches, parents are provided materials and skills to teach their own children at home on a volunteer basis. Without parent support implementation of the sponsor's approach would be impossible.

These two sponsors have developed various strategies to solicit the help of parents and the PAC. Florida, for example, employs a former PAC chairperson each year to provide technical assistance to PAC's in the communities implementing the Florida approach. Some specific types of assistance are:

1. organizing the PAC in accordance with Follow Through guidelines;
2. aiding in interpreting the guidelines of the PAC's and parents;
3. assisting in drafting a set of PAC bylaws for adoption;
4. helping to devise a PAC calendar of activities;
5. developing ways to get more parents active and involved in the PAC;
6. helping to establish working sub-committees as needed;
7. assisting the PAC in contracting and working with other local agencies which could be of benefit;
8. aiding in setting up ways for the PAC to help evaluate the local Follow Through program;
9. helping to establish PAC grievance procedures; and
10. assisting with the development of the PAC budgets.

Beyond assisting the operation of PAC's, sponsors have attempted to generate parent support by:

1. involving parents in orientation and training;
2. providing materials for parents; and
3. including parents in the evaluation process.

Sponsors have often involved parents -- particularly Policy Advisory Committee chairpersons -- in general orientation sessions for local trainers and other project site staff. Also, as in the case of Bank Street and High/Scope, for example, parents may be encouraged to observe in laboratory schools or demonstration classrooms. Here, parents can see very specific examples of the kinds of teacher-child interactions, materials and scheduling routines emphasized by the sponsor.

It has been suggested by sponsors that involving parents in training activities -- both general and specific -- provides general understanding of the kind of instruction their child receives in the classroom and how the parents can better support this instruction in the home.

Some sponsors have also developed materials for use by parents and the PAC. A number of sponsors have developed manuals describing the sponsor's approach which suggest techniques in creating and operating an effective parent organization.

Oregon, for example, has produced a parent manual which provides a listing of objectives for parents, job descriptions of Follow Through staff, descriptions of classroom teaching materials and evaluation procedures. Florida has developed a manual for PAC members aimed solely at providing parents with the specific skills necessary to organize and operate a PAC. Skills in organizing sub-committees, writing minutes and writing bylaws are part of the focus of the manual.

Similarly, EDC has developed recommendations for parent involvement which provide very specific help in organizing a PAC to include ideas on how to set up meetings (when is a good meeting time, what arrangements need to be made for babysitting, transportation) and what kinds of activities best develop parent understanding of the sponsor's approach (visiting parents in the home, inviting parents to come into the school and conducting workshops with parents).

Sponsors have involved parents in their evaluation operation. Here again the manner in which this involvement takes place varies from sponsor to sponsor. Two examples are Oregon and EDC. Oregon systematically provides the Policy Advisory Committee with child test data. EDC has

developed a parent interview instrument to seek out parent opinions on issues such as the type of learning parents consider important for their children.

In addition to these examples many sponsors provide Policy Advisory Committees with copies of site visit reports prepared by sponsor field representatives as well as other evaluation data and reports produced by the sponsor. Often sponsors take responsibility for interpreting the results of standardized achievement tests to parents.

The involvement of parents and Policy Advisory Committees can be seen as essential to a sponsor's implementation process. Parents not only bring unique skills to the implementation effort, but become advocates for the program.

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BUILDING ADMINISTRATIVE SUPPORT WITHIN THE SPONSOR ORGANIZATION

Sponsors work with many communities and often these communities are hundreds of miles distant from the sponsor. Supplying services and materials to these communities is a considerable task.

A close look at the sponsor-site relationship shows the vast complexity and interdependence of the various facets of the implementation process. There are many strands of linkages and connections between sponsors and sites. Many people are involved at the sponsor headquarters as well as at the project site. In addition to the complex people involvement, the sponsor organization must be able to handle continually changing environments at the project sites. Problems occurred with new district policy and teacher turnover, for instance.

Although analyzing the administrative support from the sponsor in this implementation report was not one of the study focuses, it was an important part of implementation success.

Some of the tasks for a sponsor field representative planning a presentation or site workshop include preparing a training agenda which responds to local needs and still is consistent with the sponsor's approach, coordinating the workshop with data collection efforts underway in that community, coordinating the delivery of materials to the site and making logistical arrangements for the workshop itself. Then, multiply these tasks (and numerous other tasks to be done for this workshop) by as many as 20 project sites scattered throughout the nation to get a feel for the complicated task. Maintaining such a complicated system of linkages depended to a great extent on the sponsor's skill in managing staff in the sponsor's organization.

Sponsor headquarters have been organized around functional roles to keep this system of linkages between sponsor and sites moving. These roles have typically included a training or field services group and an evaluation group under the direction of a sponsor director. In some instances a program and materials development group was also present. As mentioned previously, not all sponsors have described their breakdown of functions in exactly these terms or organize themselves strictly in this

fashion. Some sponsors place emphasis on some functions more than others and, as we've mentioned before, most sponsors would not describe each function as a self-contained autonomous unit.

Regardless of organizational patterns within sponsoring agencies, a number of specific management tasks are performed. First, basic policy decisions have to be made. Sponsor shops -- like other organizations -- require decisions about program revisions, priorities related to time, staff, funding and many other issues. In most sponsor shops, these decisions are shared by a number of staff members with the sponsor director usually holding final decision-making authority.

Second, all sponsors continuously need to staff their organizations with people possessing various specified skills. The types of skills may range from typists to computer programmers to trainers to evaluation specialists to parent coordinators and so on. Most sponsors tend to employ either professors, graduate students or other professionals in either full, part time or consultant positions. In some cases, consultants living away from the sponsor shop have been retained to make site visits, develop materials and perform other duties.

The third management task is planning and scheduling functions. In Follow Through, planning and scheduling are administrative functions which are so entwined with implementation procedures that it is often difficult to plan such issues as what program component would be emphasized in the coming year (emphasis on teaching reading, math or problem-solving skills); which services would be most helpful to each community at a particular point in time (providing additional training sessions for communities with a high local trainer or teacher turnover); and what evaluation questions should be addressed during the next school year. These activities, particularly for sponsors working with many communities, had to be well planned and scheduled so that services and materials were provided to meet the specific needs of each community at the appropriate time.

Fourth, sponsors, even with well designed plans and schedules, had to set aside time for "trouble shooting" or "crisis management" tasks. When serious problems develop in a community, time must be available to assist in resolving the conflict immediately. For example, in one community the central office announced its intention to discontinue the Follow Through project; assistance from community, sponsor staff members and all others involved was critical.

Fifth, sponsors had to prepare a number of reports. The USOE requires an annual report covering all aspects of each sponsor's program. The annual proposal for continued funding had to be prepared. Both of these documents are written to a common outline established by USOE. Since sections of both documents relate to training, evaluation and program development, sponsor staff persons in those areas usually assume writing responsibility for those sections.

In addition to reports for USOE, most sponsors engage in other publication activities related to Follow Through. Some of these are concerned with publishing materials for the use of children or adults in the Follow Through program itself and some are for dissemination of information to other audiences beyond the program.

Finally, sponsors were responsible for developing systems of fiscal or money management. Since federal funding was involved, sponsors had to develop proper mechanisms for receiving and disbursing these funds which would result in minimum interference with program operations.

The process of completing these complex and interrelated tasks was essential to the development of an effective management relationship between sponsors and sites.

SUMMARY

Since Follow Through was intended to be an integrated program within existing school routines, sponsors needed to develop advocacy and management relationships to facilitate patterns of change. Unless administrative support was built into the local programs, conflict occurred easily and slowed the implementation process. Experience indicated these conflicts were minimized if local program support could be established.

To have that strong support system sponsors learned the necessity of building those administrative strengths...
...with principals and in local central offices,
...with parents and advisory committees,
...within their own organizations.

Principals and Local Central Office

The problem in building administrative support started with the creation of a new role, the Follow Through director, who was responsible for implementing the project at the local level. In the process of creating that role, sponsors and USOE initially neglected to outline responsibilities of the building principal. This caused confusion between the Follow Through director and the principal over "who was in charge of what."

The principal and central office administration needed to support the Follow Through project to guarantee implementation success. Sponsors have identified three essential requirements in the development of administrative support. This started with information directed toward development of an understanding of the purposes and objectives of the sponsor's approach. Then administrators must recognize the role of each local staff position in relation to implementation. And, finally, those administrators must realize how they can help assist with implementation.

Techniques used to help in creating administration support ranged from general orientation workshops designed for principals and central office personnel to prescribing specific tasks sponsors wanted those administrators to handle.

Parents and Advisory Committees

A mandate to involve parents quickly turned into a need for parent advocacy in project site activities. Sponsors found efforts to create change required parental support. Policy Advisory Committees received information on the structure of the school system, the selection of school personnel, the school budget and communications relating to the change process.

Sponsor relationships with various Policy Advisory Committees ranged from training parents about their decision-making powers to training in the sponsor's approach. In some cases, sponsors developed materials to provide parents with an understanding of the program approach and with techniques in organizing the Policy Advisory Committee.

Within Sponsor Organizations

Sponsors had to develop ways to efficiently manage the complicated interrelationships of the various facets of the implementation process. Sponsoring agencies identified a number of specific management tasks which became necessary to keep the linkages between sponsor and site moving smoothly. These included making basic policy decisions, staffing organizations with specific skills, planning and scheduling, managing crisis events, preparing reports and publications and developing systems of fiscal management.

CHAPTER VI

DESIGNING

A number of themes run through the previous chapters which are integrated in this chapter under the general framework of designing programs. These themes include the program approaches and the varied methods of handling children, the training of adults, evaluation activities and administrative support. In designing programs, sponsors have participated in the creation of planned variation. There are a number of sponsors who agree to disagree with one another about the kinds of educational experiences that will best enhance the development of young children. Each sponsor has a fairly consistent set of ideas concerning these educational experiences, ideas which extend in most cases to a whole range of decisions which they had to make in the course of developing program approaches and implementing them at local sites. These sets of guiding ideas are what we call program designs.

Each sponsor's program approach has certain distinctive characteristics which set it apart from others. Thus, whether or not it was originally conceived of that way, Follow Through developed into an experiment in alternative education.

Chapter II gives a brief sketch of the Follow Through program approaches, their objectives and patterns for learning. In this chapter we deal with program designing, the main features of program design and examples of program approach designs. We describe the process of conceptualizing an instructional program and show how that conceptualizing is carried on by a whole range of people: sponsor staff, trainers, teachers, parents and even children.

WHAT IS PROGRAM DESIGNING?

Having a program approach design gives you something that's identifiable, that you can believe in, that you can move with and organize yourself around...

As you move with teachers and children and parents, in city and country, with Cherokee Indians or Zunis, you find that there are adaptations that have to be made to local needs and purposes. The program approach design functions as a kind of vehicle that carries you through all the adaptations that have to be made, that helps you keep things organized and your ideas together.

Having a design helps you to understand what you believe in and yet allows you to give and take, to adjust, without losing sight of important values.

--Consultant

A program design is the educator's equivalent of a road map. Designs are the lattices of inter-connected ideas and beliefs that guide everyday activities and keep them heading in the direction of desired goals and objectives despite obstacles that may be in the way. These road maps are constructed out of strong sets of beliefs about how children (and adults) learn, about how people should relate to each other, about the role of parents and other adults in the education of children, and about society and its problems and what should be done about them.

What we are dealing with here is sometimes called philosophy, sometimes theory. Sponsors and local Follow Through staff are like explorers and cartographers working together to develop, understand and use a map of unknown territory. We have chosen to call this process, and the formulations that result from it, program designing.

The design function in Follow Through is characterized by adjustment and adaptation procedures which are influenced both by strong guiding principles communicated by sponsor staffs operating on the basis of a fairly abstract map, or program approach, of what a program ought to be, on the one hand, and continuous feedback from people in the field who are trying to see that the abstractions come alive and operate usefully in everyday situations with teachers, parents and children. Sponsorship is based on two-way commitment: in one direction to the principles and theories of a program approach (a sort of ideal); in the other direction to seeking out information from people in the field and making necessary adjustments.

MAIN FEATURES OF PROGRAM DESIGN

A study of research, development and designing activities in Follow Through has revealed three interrelated processes: originating the program approach or synthesizing a sponsor's guiding principles, translating these principles into workable procedures and materials that can be used in training adults (teachers and parents) and enacting through actual work with children in homes and classrooms. These processes operate in two directions so that teachers and parents, as well as trainers and administrators, join with sponsor staff members in the continuous refinement and redesigning of Follow Through programs and implementation procedures.

Five aspects of designing are described in this section: originating, continuous designing, translating, enacting and communicating.

Originating

Each sponsor came into Follow Through with a set of ideas about what an early childhood educational program should look like. Some of these ideas centered on research and theory in human learning and development. Others centered on a kind of technology of instructional materials or classroom management. Some sponsors had been formulating and testing their ideas for many years; others began their work with the onset of Head Start and other compensatory education programs of the 1960's. Some program designs were developed first around diagnoses of the problems of "disadvantaged" children in standard school programs; most evolved into alternative approaches that, it is believed, apply to all children.

The process of formulating these designs was a complex and involved one that took place over long time periods. It consisted of explaining things that happened in ways that enabled one to repeat the same thing in the future. It included looking for regularities among certain events to allow prediction of future occurrence. In originating program designs, sponsors have stood on the shoulders of others by bringing together from diverse sources -- books, articles and working papers -- ideas which they have put together with lessons from their own experience and research into the syntheses that are called program designs.

Most sponsors, for example, have tried to explain why it is that children from low income families experience less success in school than those from more affluent families, pointing to promising directions for changes in schools and child rearing. Such explanations were often set forth as sets of assumptions or beliefs about children's learning and the conditions under which it takes place. For example, some say that learning most likely occurs when immediate reinforcement (or "reward") is provided for desired behavior, or when children tackle their own problems. On the basis of such sets of assumptions certain recommendations are made about the kinds of teaching methods, materials, program content and testing methods that might best be employed by teachers.

Continuous Designing

The program designs of Follow Through are not finished; they are still in the making. And many people participate in their on-going development -- sponsor staff as they develop materials or deal with unanticipated situations, trainers as they try to spell out for teachers what exactly the program approach means for teaching and teachers and parents as they strive to apply certain methods or materials to working with particular children. The elaboration and refinement of a program approach design takes place over time because nobody is wise enough to work out all at once the complex engineering to devise training programs and put ideas into practice. To anticipate in advance all the kinds of questions and problems that affect program approach design that would come up at different sites in the course of implementation was impossible because many implementation details needed to be tailored to the site, the school, the teacher or parent and (often) even to the child.

> *We have the responsibility to come up with viable strategies for change... If they don't work, we have to rethink them... But that's called development.*
>
> --Sponsor Director

Conceptualizing, designing and refining a program approach takes time -- years, not months.

What's exciting about this project is that we have been able to stay in contact with the situation and people long enough that we have gotten to levels and depths of complexity that people haven't been able to get to before in articulating program approaches. We've had the time to do it!

--Sponsor Field Representative

Programs have changed a lot over time, usually in ways that were consistent with an original set of assumptions. Adaptation to local conditions was not done willy nilly, but based as much as possible on a constant set of principles and beliefs.

Sponsors have differed as to how much and what parts of the design process went on at different levels. AFRAM, Arizona, Bank Street, EDC, Hampton and North Dakota have involved site people as much as possible. Through this involvement local people build enough understanding of the program design so that they can assume increasing amounts of responsibility for application, elaboration and refinement of the design.

On the other hand, Oregon, Kansas and Pittsburgh have reserved much more of the design process for themselves. Revisions in the DISTAR materials and training manuals have been made by sponsor staff members on the basis of feedback from local sites. The feedback has consisted largely of reports of the quality of teacher presentations of DISTAR lessons, problems encountered and summaries of student progress through those lessons. In this part of the designing process, evidence on how the program approach is operating is compared to the assumptions and expectations of that approach. The data become a basis for suggestions concerning the revisions of materials and training procedures.

Making Translations

The continuing work on program design has been initiated in large part as a response to questions and problems that come up in the course of day-to-day training, teaching, administering and evaluating at the field sites. These questions have included what kinds of materials to develop and use, how to introduce reading or math, how to assess student progress and report to parents, how to involve parents and other adults in a classroom, how to achieve necessary administrative support and many others.

Sometimes sponsor designers have helped trainers understand where something like teachers' training needs fit into the larger pattern of the program approach, or have suggested that a trainer try a new tack.

> *A sponsor does a much bigger thing than most people who are working in the field can handle at a given moment. Field people are busy working on learning and enacting.*
>
> --Sponsor Director

Some sponsors have even tried to transfer their program designs to teachers so that they could participate directly in the making of translations.

> *In some approaches the teacher doesn't have the theoretical base and uses materials developed by somebody who does. Now we're trying to develop teachers to have the theoretical base themselves. Then they develop the criteria that is the right criteria for their particular situation and they begin to develop an ability to know whether or not the materials are appropriate for their criteria. We're trying not to have teachers determining what the theory is -- we're trying to have the teachers working with young children use a lot of raw materials with a lot of understanding. If they do use a book, what kind of questions do they ask children about it or what kind of things do the children understand in that story? We want the teacher to have direction, much more understanding, choice and rationale...not just blindly doing.*
>
> --Sponsor Director

Enacting Through Teaching

The Follow Through people who have participated in the design of programs and the translation of design elements into practice have had to answer consistently to some very demanding and persistent taskmasters: the teachers, teaching assistants and parents. They wanted straight, practical, down to earth answers to the question, "What do I do on Monday?"

> *We can write beautiful papers on personalizing an environment or making materials responsive to children, but what does that all mean to teachers? Teachers need us to say, "Hey, try this and see how it works and what you get out of it."*

One very impressive thing about a translating/enacting process is the enormous amount of detail that has been worked out by each sponsor site combination -- detail about teaching and learning activities, classroom management, record keeping, evaluation and many other dimensions of the program approach. In many cases the amount of detail that has been achieved would not have been possible without the participation of many people of all levels.

Ways of Communicating

Sponsors have differed on how they describe their program designs to other people. Some designs are detailed with great precision in books, articles and working papers, or in sets of instructional materials for teachers and children. Other sponsors have described their program approaches in terms of attitudes, values and beliefs about people and their interrelationships. Some have been reluctant to describe their program approach designs in writing or speech and have preferred to demonstrate what they believe or have others "experience" it.

> *About the second week of training at North Dakota, my brother-in-law asked, "What is the New School?" I said I didn't know, "They haven't told us yet." Late the next summer he asked me again, "Do you know yet what the New School is?" Then I talked with him for about four hours. They still hadn't told me. It's an experience. There is no way you can tell anybody else just what it is. You've got to be there.*
>
> --Teacher

One of the problems of communication across program approaches has been the specialized language that is used. Some sponsors write and speak using the terms of psychology, others of educational technology and still others of politics.

Different program approach designs seem to take varying amounts of time to communicate and to reach reasonably full implementation. Some sponsors have said they can complete certain training cycles in six to eight weeks; others said four to six years; still others felt that implementation is never really complete.

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EXAMPLES OF PROGRAM APPROACH DESIGN

Throughout earlier chapters there are many examples of sponsor staff, trainer and teacher designing activities. In this section some examples are singled out and others added in order to highlight this very important process. The examples are organized under headings that correspond to the main chapters.

Sponsors as Designers

Follow Through sponsors can be grouped according to the theoretical basis or source for their program approach. As we indicated earlier, some of these designs, as well as the theories behind them, had been fairly well developed before the advent of Follow Through.

Oregon, Kansas, Pittsburgh and Georgia State make up one sponsor cluster whose program designs, based on research in learning, have emphasized the learning of distinct observable skills. Small units, sequentially arranged, have been used. Immediate contingent reinforcement provided by adults through the use of tokens, verbal praise or the satisfaction that comes from making a correct response is one aspect. Most of the content and learning tasks of these program approaches has been built into instructional materials that are used by the students (Pittsburgh and Kansas) or the teacher for presenting lessons to students in the basic areas of reading, arithmetic and language (Oregon).

Another sponsor cluster has derived all or part of their program designs from research on children's cognitive development which shows children taking the initiative in trying to make sense and order out of their world by classifying it, ordering it in time and space and representing or symbolizing this order in various ways, both verbally and non-verbally. The main reinforcement for this kind of learning is in finding solutions to problems you have posed yourself, in straightening out discrepancies and in the satisfaction that comes from mastery.

The sponsor with the most obvious emphasis in this approach is High/Scope with a curriculum founded almost exclusively on "cognitively-oriented" learning tasks that are sequenced to proceed from the more

concrete and manipulative to the more abstract which are carried on mentally. Florida has also derived many of its home learning tasks from this same source, and both Bank Street and Far West have drawn from it in addition to a number of other sources. EDC, Arizona and North Dakota show the influence of this approach to development in many of their instructional materials and teaching methods. This approach is reflected to a certain extent in the wide variety of materials used in the classroom, but mainly in the emphasis on basing the curriculum as much as possible on children's interests and children taking the initiative in promoting their own development with adult guidance.

Both Bank Street and Far West are examples of sponsors who have integrated a theoretical basis for their program designs from a number of sources. Both have drawn upon cognitive-developmental research. In addition, Far West draws from two related lines of work on teaching (as opposed to learning or development). Both have stressed the use of materials which are "autotelic" and "self-correcting," and an adult role which, like the materials, is "responsive" to children in the ways guidance and support are provided. Bank Street has found a strong vein of program design in the work of psychologists who have studied the development of self and interpersonal understanding, and in so doing have thrown a good deal of light on the affective, emotional dimensions of human behavior. These dimensions are also reflected in the Far West stress on healthy self-concept. Needless to say, this latter source is harder to build into materials or simple sets of suggestions for teaching techniques. This building often involves adults coming to a new understanding of themselves so that they, in turn, can create a better climate for working out interpersonal relationships in a classroom.

Far West and Bank Street are joined by Arizona, North Dakota and EDC in another cluster of sponsors with a strong belief in children's integrity and their right and ability to take a strong role in planning and implementing their own educational programs. Thus, much of the curriculum in these approaches has been derived from children's own interests, from the events that are taking place around them from day to day and from the things that they bring to school to study. Still another cluster composed

of AFRAM, Florida and George State share strong beliefs in the primary importance of direct parent participation in their children's education. For Florida and Georgia State this mainly means training parents to work with their children at home to support the instructional program of the schools. For AFRAM the belief extends further into the need for intensive parental involvement in educational decision making, including establishing policy, evaluating teachers and other educators (including Follow Through sponsor staff), participating in classrooms and understanding their child's program. Florida falls between AFRAM and Georgia State by being involved in both working with parents in their roles as teachers of their own children and in stressing the role of parents as decision makers in the program.

Program Designing

The previous section has touched on program designing from the point of view of the foundations upon which it is based and Chapter II described some of the main features of each program approach's instructional program. In this section we present a sampling of the kinds of designing activity that sponsors and site people have carried on in order to move from pipe dreams to practice.

> *Sponsors have described the basic parameters of their program approaches. Given these basic parameters, many site people have been able to engage in creative and original thinking at lower levels.*
>
> *I heard one sponsor say three times yesterday that they have gone so far beyond a well-known authority in developing an approach to reading instruction that when he comes in he just sounds superficial.*
>
> --Consultant

There is a lot of work involved in getting people's ideas about what would be good for children transformed into useable specifics about day-to-day teaching and learning. Materials have to be written or selected. Ways of organizing and managing resources, activities and people in a classroom have to be worked out. Sponsors who had much of this already done for preschool or kindergarten (e.g., Far West and Oregon) have had to develop them for grades one through three as well as to continue to refine

certain program elements (such as the Far West Learning Booth and the Oregon, Kansas and Pittsburgh work on selected aspects of learning). As a parent-oriented approach, Florida has developed the Home Visiting Cycle in which the home visitor plans with the teacher, visits the home and then debriefs with the teacher.

In general, sponsors have found that the program designing process is a never ending one. What worked at some sites needed to be adapted for others and various elements of a program approach have had to be spelled out in different ways at various sites. One open classroom sponsor, for instance, describes how some of their communities kept pushing for written behavioral objectives, thereby forcing them not only to rethink their position in regard to expressing objectives in that form but also into an effort to develop exemplar objectives for an open classroom program approach.

> *It was a challenge to us to see whether or not we could meet the project site needs and stay within the scope of our own program approach. It took two years, let me tell you, and a lot of blood, sweat and tears.*
>
> --Sponsor Field Representative

Sponsors who were introducing new comprehensive approaches to the teaching of already familiar subjects often had materials and techniques previously developed by others to draw upon, as in the case of the language experience approach to reading mentioned above. But those who were introducing relatively new areas of emphasis such as self-concept, problem-solving ability and learning to learn were more on their own.

> *People were saying, "Hey, this approach is talking about problem solving... What in the devil is that?" I said, "I don't know either, but I'll find out."*
>
> *I started looking at what's in the environment that promotes problem solving, and then I asked myself, "Okay, what are the problems anyway? How do you define what a problem is and for whom? How does an adult respond to a child who has a problem?"*

I came out with three adult behaviors: (1) gathering information on where the child is with the problem, (2) letting the child know there is respect and support of the child's position ("It's okay."), and (3) helping the child bring out individual ideas for problem solving.

--Sponsor Field Representative

Trainers as Designers

The example of the sponsor representative coming to grips with problem solving applies equally well to the role of the trainer in the continuing process of program design. In describing the task of writing teacher training materials, a sponsor said:

I didn't have anything written the first time I met with local trainers and teachers. Then I came back and wrote according to how they responded to that first session. I had my own ideas and my own notes. I like to do a preliminary testing of ideas, to carry on a whole series of workshops without any materials being given to people.

Trainers were continually faced with the problem of how to communicate their program approaches to teachers and others, and how to make major elements of the program approach available to those who needed to understand them. In confronting this problem, trainer-designers have developed a wide array of strategies and materials. Arizona, for example, developed the PIE Cycle - Plan, Implement and Evaluate, and Bank Street developed the Self-Evaluation for Teaching Teams. The EDC Advisory evolved from an approach that emphasized the introduction of instructional materials and teacher workshops to more regular consultation with the Follow Through community on specific problems that they were having during implementation.

Sometimes local trainers reworked sponsor procedures.

This just will not work! The four of us kind of stuck together on this sort of thing and worked out what we thought was a better way of supervising...not using all those silly forms that they'd sent out. I think in the long run this produced a change in the way they thought clinical supervision should be done. It used to be in the training we received...there would be 12 or 13 steps that you had to take the teacher through

in order to do a package. You had to do each step as you went through the conference and that really is sometimes very unnatural to do. You're like a robot. We fought that kind of thing and I think they've changed that particular part of the program.

--Education Specialist

Since parent involvement is part of national Follow Through policy, sponsors have had to work out with parents how to build parental roles into their program approaches and implementation. Teaching assistants (or paraprofessional aides) also had to have roles developed. Florida developed a classroom observation form in order to clarify an issue that arose over whether teaching assistant roles were "custodial" or "instructional." This Taxonomy of Classroom Activities (TCA) was designed to aid in comparing teacher and teacher assistant roles in housekeeping, clerical, instructional and evaluation tasks.

Trainers have been instrumental in design since they are responsible for translating the sponsor's program approach to a specific audience. It has taken special designing, too, to meet the needs of the variety of people who have become trainers. Approaches are adaptable because designing takes place at the trainer level, as well as at other levels, under the guidance of the overall program design.

One important aspect is field representatives have been involved in developing these diagnostic tools so they feel that it's theirs. They are really with it. I don't think they would use it as effectively in the field unless they had been involved. So we have committees where the people in the field and the program analysts work together on developing the instruments. Then their use in the field is not only done more conscientiously and comprehensively, but more effectively.

--Sponsor Evaluator

Evaluators as Designers

The role of evaluators as designers is illustrated in the evaluation chapter. Many of the instruments developed were necessary because there wasn't anything available to serve the purposes to which they were put. The work at Far West on the assessment of self-concept is, for example, still in relative infancy, although it has been going on for several years.

The Bank Street instrument for program analysis, the BRACE, went through a long period of development as two separate instruments which were combined within the past two years. The BANCS plan, and other similar systems for computer processing of pupil outcome (and other) information, took Kansas three years to develop and refine. It took that long to figure out what information to collect, how to collect it, how to organize it for transmission and analysis, in addition to the "debugging" of the computer program.

Administrators as Designers

In working out administrative and organizational relationships at local sites a great deal of improvising and invention has been carried on because the program approaches include little information about that important phase of a working school program.

In view of this, it is remarkable that the various sponsor approaches to this problem have been as in keeping with the spirit of each program approach as they seem to us to be. Oregon representatives talked consistently of working out contracts with sites to make sure that their teachers are given enough time to teach the full DISTAR complement each day. Kansas was instrumental in developing a Model Management Team that brings together a committee of local administrators and sponsor staff people to work out operational problems. Bank Street has emphasized gentle persuasion of reluctant administrators by keeping the door open and keeping them informed on what is happening. And AFRAM has focused on keeping administrators and parents in touch with one another, as well as trying to see to it that all school staff and school policy makers feel and respect the presence of parents as full-fledged participants.

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SUMMARY

As we said in Chapter I, a critical characteristic of Follow Through programs and their implementation is "design guidance." Follow Through has become an unusually potent force for educational change, partly because each sponsor has a fairly clear set of beliefs and principles to guide the development and implementation of an instructional program and each program design based upon these beliefs and principles has been subjected to a continual process of verification and revision -- and the beliefs and principles at least to a process of clarification. Sponsors have differed on just how "negotiable" various aspects of their total approaches are and just who participates in various parts of the verification and revision process, but all have shown in their design activities responsiveness to feedback from teachers, trainers and administrators, parents and children.

SUMMARY & CONCLUSIONS

FACTORS FACILITATING PROGRAM DEVELOPMENT IN FOLLOW THROUGH

This report is written to make the experience of the Follow Through project available to people interested in early childhood education program development for young children and their parents. It summarizes and synthesizes some of what has been learned about training, evaluation, administration and design during the past seven years of Follow Through. Although this does not qualify as a handbook for Follow Through Implementation, it does highlight some of the main things that sponsors and site people have done to bring about comprehensive changes in early childhood programming.

The lessons learned have important implications for anyone who may be interested in effecting significant changes in educational programming, especially in the public schools of this country. In this chapter we pull together the factors which we have judged to be most important on the basis of our contacts with Follow Through sponsors and sites.

The structure of Follow Through program development includes three elements: the program approaches or framework of ideas that make up the program design, the sponsors and the local sites.

Program Approaches

On one hand, a program approach represents the ideal and provides a constant frame of reference to guide actions of those with a role in implementing an educational program. A program approach provides an integrated context to understand and develop the parts of an instructional program and the roles related to it.

On the other hand, program approach, as described in Chapter II, is an operating instructional program which contains the materials, the teaching-learning interactions, the assessment and record keeping activities that make up the day-to-day pattern of classroom and home teaching.

There are a number of Follow Through approaches. As ideals, they generate ideas about children and teaching and provide a plan to guide the daily activities of those using the program approach. These serve as a basis for filling in details and as a guide rope to ensure that practice follows concept. As sponsors' approaches have needed to be adapted to differences among communities, their programs have provided the stable frame of reference -- something around which changes could be made without destroying the essence of the sponsor's philosophy and position. This guide rope of having a program approach has enabled adaptions to local project sites.

Planned variation was achieved by having a number of program approaches. This meant that communities had a selection from a number of different approaches. This characteristic comes from an assumption that there is no one "best" program approach for all children, for all communities or schools.

As a research and development design, planned variation has enabled Follow Through sponsors and the United States Office of Education to identify conditions that contribute to effective implementation of educational approaches. Identification of those conditions was possible at all levels of operation.

Sponsors

Program approaches have sponsors. A sponsor's mission is to advocate a program approach. Follow Through sponsors were selected by the United States Office of Education because of their adherence and commitment to coherent theoretical or philosophical positions about teaching and learning. Some had already identified themselves as committed to translating a theory or philosophical position into practical terms. Others had been less visible in Early Childhood Education, but nonetheless maintained a strong and coherent viewpoint about change for children, change for parents or change for schools. Selected sponsors had been strong supporters of relatively well-defined, theoretically consistent and coherent approaches that could be adapted to local public school conditions.

Sponsors had to have enough commitment to their program approach to be an advocate rather than only a curriculum consultant. Sponsor staff also had to understand the program approach well enough to articulate it to school district people.

> *One of the things we've learned out of Follow Through is that the advocacy and accountability approach is better for implementing curriculum than the consultant approach.*
>
> --Consultant

In addition to advocacy, sponsors have continued to develop their program approaches -- some through quite rigorous research and development efforts. Field experience in trying ideas has helped sponsors refine each program approach over time. Teachers, trainers, parents, children and administrative staff were in continuous dialogue with sponsor staff generating clearer, more refined translations of program approaches as well as feedback on whether or not implementation procedures were practical, manageable and effective.

Individual sponsors learned how the same program approach could be implemented and operated in strikingly different communities with distinctly different educational and political values. Consistency with the program approach has been maintained by the sponsor while making adaptations to suit the particular community and staff.

Sponsors and school districts have learned many of the necessary conditions for changing adult and child behaviors in implementing program approaches. For example, sponsors learned how to retrain teachers and how to build a training and administrative support structure in communities to maintain program development despite the natural staff turnover that occurs in school districts. Sponsors learned how to implement comprehensive programs emphasizing continual development of schools rather than small components, special programs or maintenance of current school operations.

A sponsor director emphasized the value of an external change agent, such as a sponsor, in trying to change the network of interactions in a school district.

The most important dimension of change is the modification of human interactions. And any organization such as a primary school needs the external relationship with a sponsor (or some other force) to enable its personnel to maintain a focus on the interactions between teacher and child, parent and child, teacher and teacher assistant, principal and teacher and home visitor and parent.

Project Sites

There are a number of sponsors, varying program approaches and many different project sites. These sites are spread across the continental United States and Hawaii, including a wide variety of people and communities -- rural and urban, Black, Mexican-American, Native American, Oriental and Caucasian.

In the beginning each community selected a program approach. Each site made certain commitments to the sponsor involved and to USOE/Follow Through. There was to be joint accountability for implementation results between sponsors and sites.

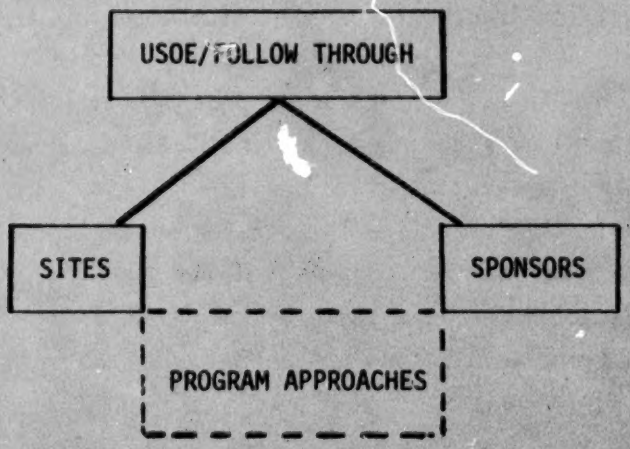
From the beginning, too, a site's participation was a team affair. Administrators were joined by teachers and parents to make implementation work. Over the years, local site people were supposed to take over increasing responsibilities from the sponsors as the programs became institutionalized. Many sites have started building provisions into their own regular staffing and budgets for some functions originally the responsibility of sponsor representatives -- training, administration and evaluation.

FOLLOW THROUGH'S NATIONAL CONTEXT

Any comprehensive project with such great expectations as Follow Through needs a good deal of support in the way of time, money and facilitation: time to work out all the details and relationships, money to buy that time and facilitation by an organization with national scope to make sure that all the parts fit together.

> *The Follow Through experience suggests that a development cycle of at least three to five years is necessary to implement a program with a high degree of persistent commitment and skill needed by the change agents.*
>
> --Consultant

The Follow Through Branch of the United States Office of Education provided this support as a kind of super sponsor for the whole program. Thus, we can complete the picture of the Follow Through structure with this diagram.



The national Follow Through staff read yearly proposals and annual reports from sponsors and their sites, negotiated contracts, supervised, consulted, acted as a clearinghouse for ideas, ran conferences and workshops and organized the national evaluation. Most important of all, the national office established guidelines and ground rules for sponsors and sites to follow which acted as the bonding agent to hold both together in a productive relationship with one another.

In return for the financial, logistical and moral support they received from the national office, sites and sponsors were asked to adhere to ground rules regarding their commitment and accountability.

The key commitment made by sponsors and sites to each other and to the United States Office of Education was to stick together for at least three or four years, to agree to a marriage with no divorce and to allow change to occur.

This requirement of sustained union proved to be one of the critical factors in facilitating change in the direction of sponsor program designs.

> *We have been able to stay in contact with project site people long enough to reach levels and depths of complexity in articulating our program that people haven't been able to get to before. We've had the time to do it.*
>
> --Sponsor Field Representative

Accountability is important, too. Sponsors have been accountable to sites for providing practical, useful training and for keeping site people informed about action and achievement. Project sites, for their part, have been responsible for seeing that Follow Through staff (both sponsor and local) have the resources and support needed to operate and to work with the sponsor to ensure program implementation. Both have been accountable to USOE/Follow Through for supplying information and evidence about progress toward goals and changes in approach. This information has been made available by compiling annual reports and also by allowing national evaluators and other consultants into communities to collect data.

Follow Through as an Institution

What this all adds up to is a project with a national identity, a single structure in which planned variation operates.

> *Follow Through is an identifiable kind of institution (with identifiable strategies for change). Other of the federal government's change agent programs disappear like the morning mist. This is largely because they're made up of a lot of people moving around randomly in the system with ideas or selling packages of materials without any coherent structure.*

Follow Through, next to all that stuff, stands out in bold relief as an identifiable strategy. It's one of the few things that we actually see work, so we can be sure that it's there.

--Implementation Study Advisory Committee Member

MAJOR FEATURES OF FOLLOW THROUGH IMPLEMENTATION

This section contains the conclusions we have drawn from our work in the previous chapters as to what kinds of approaches, strategies and methods have been most important in the development of program approaches at local sites. It not only deals with program approaches but also outlines training, evaluating, designing and administering.

Program Approaches

Sponsors initiated the designing and implementation of an instructional program, including the child's entire experience at school or involving his family in the process. One sponsor director described such a total program.

> *It is developed as a total alternative to current school practices. It's not an add-on, such as just another way of doing reading or just another way of doing math or just another way of asking questions.*
>
> *Classrooms simply aren't the same. There'll be different assessment procedures, different training procedures, different support services, even different outcomes with the kids, than what is currently a product.*

Training

Training adults is the heart of implementation. Several crucial features of Follow Through training can be singled out.

1. Two new roles have been created that represent the main link between sponsors and sites: local trainers and sponsor field representatives. For most sponsors local trainers have been hired as intermediaries between sponsor training staffs and teachers or parents. They have been advocates for the sponsor's program approach who live in the community and are part of the on-going culture of each school. Their primary function is instructional leader and sponsor link. Sponsor field representatives have visited school districts regularly to help train, monitor progress and

participate in planning and program approach designing. This "inside agent--outside agent" combination has proven to be a very potent one.

> *Even an outside change agent needs to have an advocate within the community.*
>
> --Sponsor Director

2. Training has been tied closely to the continuing development of each approach. Although local trainers have been guided by sponsors, sponsors usually had a lot to learn from trainers.

3. Training approaches and methods have tended to be congruent with the program approaches. The sponsor-program combination lends an organization and structure to adult training as well as to child instruction. The process of training teachers and trainers has been based on the same values and beliefs as the sponsor's process for teaching children. Sponsors have translated their views about individualizing instruction for children into parallel ways of individualizing training for adults.

4. Training approaches are adaptable to individual, site and developmental differences. Having a consistent theoretical position has made it easier to make adaptations without losing direction.

5. Finally, it must be recognized that different sponsors have required different amounts of time to train teachers in their program approaches and to bring teachers and other adults up to levels of understanding and proficiency that represent full implementation. Differences in time requirements are a function of the types of change the respective sponsors expect.

Evaluating

Many sponsor evaluators were challenged to be especially creative in order to make their efforts compatible with their program approach. Four characteristics of sponsor evaluation efforts were selected for inclusion here.

1. New evaluation roles have been created. People at different levels are involved in various aspects of evaluation. In addition, evaluation specialists relate more closely to other staff than is usually the case in school systems.

2. This close relationship is part of the strong linkage between evaluation and training. A stress on formative evaluation has meant there is a good deal of overlap between data collected for sponsor research or development activities and that which is fed back to teachers or trainers to use in working to improve their own understanding and practice.

3. Sponsor evaluation has been congruent with sponsor program approaches.

4. In Follow Through, more stress than usual has been put on describing input such as the actual teaching-learning activities. Follow Through evaluation does not just measure outcomes, but observes and describes processes as they occur.

Administering

Part of the reality of working in a school system is that nothing can be done in isolation: what is done in one part affects other parts. Sponsors have had to develop management and supportive relationships beyond the classroom.

Those responsible for implementing programs have had to develop advocacy relationships with local school administrators along with parents and Policy Advisory Committees. In an attempt to develop these relationships, sponsors have involved administrators and parents in various

training and evaluation activities designed to increase their understanding of the sponsor's approach.

To meet the needs of a number of project sites, especially those far away, sponsors have had to develop their own internal management structure. This has included tasks -- such as continuous staff development, planning and "crisis intervention" -- essential to support the sponsor's work with project sites.

Designing

Program approach designing -- conceptualizing, translating into practice and enacting in teaching-learning situations -- has gone on continuously as an integral part of the implementation process. Those designs provide guides to everyday activities, a vehicle to ride through needed adaptations and a context to understand what one is doing. A sponsor trainer and materials designer said:

> *If you sit in an ivory tower and develop something, it's very apt to be useless.*
>
> *It's important to keep in contact with the grass roots because that's where it's at. We can go off kite flying with our jargon and our esoteric ideas but if it isn't brought back down to earth it's not worth much.*

HOW IT ALL FITS TOGETHER

Our implementation study has been organized by chapters to represent the interactions or general linkages between sponsors as outside change agents and children whom Follow Through is intended to benefit. Chapter II described sponsors and their program approaches and gave an overview of the type of teacher-child interactions Follow Through intended to influence. Chapter III described processes of Follow Through training with primary focus on the interactions of teachers and local trainers and local trainers with sponsor staff.

The evaluation process was the central theme of Chapter IV, covering every level of evaluating from informal day-to-day evaluations between teachers and children, to elaborate formal evaluation designs carried out by sponsors, sites and others. Chapter V presented the interactions of administrators either supporting or inhibiting the implementation process. And finally, Chapter VI directs attention to the designing process in Follow Through and the interactions involved at all role levels from sponsors to children.

Linkages

Follow Through implementation has involved an intricate series of linkages between sponsors and children. A number of people working together meant building a potentially stronger support system for change. However, each linkage is also another point at which the intended program approach can be modified, misinterpreted or diluted in the process of implementation. A sponsor curriculum designer's comments illustrate the potential dilution of program ideas if the exchange at each linkage isn't a clear and accurate translation.

> *Everything got filtered. Each time it went through a person it got slightly changed. I had my heart and soul in curriculum and by the time it got through to the teachers and teaching assistants, home visitors and parents, I could hardly recognize it.*

In seven years sponsors and sites have moved from program approaches that were, in most cases, only conceptual schemas to manageable programs of change. With so many role players and potentially so many linkages in the flow from sponsors to children, the likelihood of diluting a program approach or never actually seeing it in operation was high. Over the experience of Follow Through, sponsors have learned ways to reduce the slippage at each interaction or linkage.

Steps Follow Through sponsors have taken to reduce slippage in program approach transmission are of three general types: (a) extend and intensify the interpersonal communication at each step, (b) ensure that materials used in program approach transmission truly represent the approach, and (c) secure systematic feedback on implementation to permit improving means and extent of transmission.

Interpersonal communication has been extended and intensified through workshops, seminars, extensive observation, feedback and consultation. The nature and frequency of these activities has varied from sponsor to sponsor, among sites and over time.

Sponsor developed or selected materials, especially for teacher training purposes, have become increasingly important in Follow Through. Almost without exception, sponsors use materials as a back-up to presentation, discussion and consultation as they assist teachers in improving their performance. Much thought and care have gone into preparation of materials to ensure that they represent the sponsor's perspective.

Sponsors get feedback to guide their activities. It has become consistently more sophisticated over the years. In addition to written and oral reports of observations and consultation visits, most sponsors now use observation schedules or test results to assist them in working more effectively with individual projects and teachers.

THOSE WHO LIVED THROUGH IT LEARNED A GREAT DEAL

One of the most positive features of Follow Through over the years has been the willingness to learn and change. Few, if any, persons associated with Follow Through realized how long the implementation process would require, and fewer still anticipated the resources needed. Evaluation was assumed to be a far simpler task than proved to be the case with the problems of instrument selection and development, comparison group selection, data collection and so on. In the original planning by the United States Office of Education it was assumed that many potential sponsors had well developed programs which could be relatively easily implemented in local projects. Actually, the only fully developed programs were those in institutions with a long history of teacher education, such as Bank Street, and no programs proved easy to implement.

Most of those associated with Follow Through assumed that local projects would have little, if any, influence on the program as conceived by the sponsor. The only feedback of importance would be how to improve the implementation strategy and procedures. This proved far from true. It was the combination of both sponsor and project site that made implementation of program approaches possible and successful.

Acceptance of sub-cultural differences is one important element in the current emphasis on educational alternatives. Follow Through has provided a number of excellent approaches to early education. Each approach has the potential to enhance a child's learning and life.

One of the challenges which Follow Through faces today is to impart to others what has been learned. From inception, Follow Through believed there were more than academic means to improve a child's life chances. So it follows that there are more ways to measure success than by only using standardized tests.

There are great gains that have resulted from Follow Through. Parents and school staff have learned to work together. Program developers have learned to build on experience in the "real world." Local communities have learned that outsiders can be adaptive to local needs. School personnel have learned that parents can provide the most powerful support

possible. Parents have learned that school personnel can be open and accepting. Persons from all groups have learned that cooperative effort can be far more effective than adversary relationships in program development.

APPENDIX A

FOLLOW THROUGH SPONSOR ORGANIZATIONS

FOLLOW THROUGH SPONSOR ORGANIZATIONS

AFRAM PARENT IMPLEMENTATION APPROACH

AFRAM Associates, Inc.
68-72 East 131st Street
Harlem, New York 10037

BEHAVIOR ANALYSIS APPROACH

University of Kansas
Support & Development Center
for Follow Through
Department of Human Development
Lawrence, Kansas 66044

CALIFORNIA PROCESS MODEL

California State Dept. of Education
Division of Compensatory Education
Bureau of Program Development
721 Capitol Mall
Sacramento, California 95814

COGNITIVELY ORIENTED CURRICULUM MODEL

High/Scope Educational Research
Foundation
125 N. Huron Street
Ypsilanti, Michigan 48197

CULTURALLY DEMOCRATIC LEARNING
ENVIRONMENTS

University of California at Santa Cruz
Social Science Building, Room 25
Santa Cruz, California 95064

CULTURAL LINGUISTIC APPROACH

Northeastern Illinois State College
Center for Inner City Studies
700 E. Oakwood Boulevard
Chicago, Illinois 60653

DEVELOPMENTAL-INTERACTION APPROACH

Bank Street College of Education
610 West 112th Street
New York, New York 10025

EDC OPEN EDUCATION PROGRAM

Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

FLORIDA PARENT EDUCATION PROGRAM

University of Florida
Institute for Development of Human
Resources (IDHR)
Florida Educational R&D Council
College of Education
520 Weil Hall
Gainesville, Florida 32611

HAMPTON INSTITUTE NONGRADED MODEL

Hampton Institute
Department of Elementary Education
Hampton, Virginia 23368

HOME SCHOOL PARTNERSHIP MODEL

Clark College
P. O. Box 54324
Atlanta, Georgia 30308

INDIVIDUALIZED EARLY LEARNING PROGRAM

University of Pittsburgh
Learning Research and Development Center
Bellefield Building
160 North Craig Street
Pittsburgh, Pennsylvania 15260

INTERDEPENDENT LEARNING MODEL

City University of New York
The Graduate School and University
Center of the City University of N.Y.
33 West 42nd Street
New York, New York 10036

LANGUAGE DEVELOPMENT (BILINGUAL) APPROACH

Southwest Educational Development
Laboratory
Division of Field Relations and Follow
Through
800 Brazos Street
Austin, Texas 78701

MATHEMAGENIC ACTIVITIES PROGRAM

University of Georgia
229 Psychology Building
Athens, Georgia 30602

THE NEW SCHOOL APPROACH TO FOLLOW THROUGH

University of North Dakota
Center for Teaching and Learning
Box 8039, University Station
Grand Forks, North Dakota 58201

PARENT SUPPORTED APPLICATION OF THE BEHAVIOR ORIENTED PRESCRIPTIVE TEACHING APPROACH

Georgia State University
Department of Early Childhood
33 Gilmer Street, S.W.
Atlanta, Georgia 30303

RESPONSIVE EDUCATION PROGRAM

Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103

PRENTICE-HALL LEARNING SYSTEMS

Prentice-Hall Learning Systems, Inc.
200 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

ROLE TRADE MODEL

Western Behavioral Sciences Institute
1150 Silverado
La Jolla, California 92037

TUCSON EARLY EDUCATION MODEL

University of Arizona
Arizona Center for Early Childhood Education
1515 East First Street
Tucson, Arizona 85721

UNIVERSITY OF OREGON ENGELMANN/BECKER MODEL FOR DIRECT INSTRUCTION

University of Oregon Follow Through Prgm.
Department of Special Education
Eugene, Oregon 97403

APPENDIX B

SPONSOR VALUES AND BELIEFS: THIRTEEN SPONSORS IN THE FOLLOW THROUGH IMPLEMENTATION STUDY

AFRAM

Name of Program Approach: AFRAM Parent Implementation Approach

Sponsoring Organization: AFRAM Associates, Inc.

Basic Values and Beliefs

AFRAM views the parents of Follow Through children as its primary consumers and the family unit as its focal point. It deals with the children first as members of families and second as students in classrooms. AFRAM thus enters the school through its association with families.

The AFRAM approach is built upon the premise that parents want their children to receive the kind of education needed in order to survive in this society. In addition, it assumes that parents want their children to be treated with respect and dignity and that teachers and school administrators who respect the parents will instinctively respect the children. It further acknowledges the responsibility of the school staff and board to be accountable to the parents as taxpayers-owners of a community institution to be used as an educational center for all.

While parent participation in the school environment has long been viewed as a positive reinforcement in the educational process, AFRAM's approach asserts the absolute necessity of parents to retain, or regain, decision-making control over the schools that serve their children.

Accountability to parents and parent groups is viewed as a method of insuring that the school will reflect the parental community's values. Inherent in the program approach is the belief that a community-controlled school can sensitize teachers to respect the cultural backgrounds of their students. Further, it offers an opportunity for children to perceive their parents and neighbors, people of their culture, playing important roles in the daily life of their school.

The AFRAM approach is designed to give parents the confidence, skills, resources, protection and structure to implement their natural right and responsibility to control the education of their children.

Building upon this natural role of parents as teachers, the AFRAM structure allots decision-making power to local Policy Advisory Committees. Parents are involved in recruitment, selection and evaluation of staff, as well as negotiation of contracts and development of resources.

KANSAS

Name of Program Approach: Behavior Analysis Approach

Sponsoring Organization: University of Kansas

Basic Values and Beliefs

Basically, the program designers believe in a systematic and precise use of positive contingent reinforcement in classroom instruction. They require that staff first define educational objectives; secondly, the staff must determine what the child already knows. Equipped with a knowledge of where the child is and where they want him to be, teachers can use instructional procedures and motivational techniques to achieve the objective. Positive reinforcement means attention, praise and approval given for progress and improved behavior, while minimizing attention to disruptive and incorrect behavior. Properly implemented, it eliminates criticism and threats from teachers.

Positive reinforcement teaches motivation by providing incentives for good work and improved skill. The program approach uses a token economy system in order to maintain the flexibility and adaptiveness of the incentive system. Children receive tokens as immediate rewards and exchange them later for reinforcing activities which they can select from a range of alternatives.

The sponsor believes that positive reinforcement techniques are uniformly effective with children, and that all children can be taught effectively with the Behavior Analysis approach.

HIGH/SCOPE

Name of Program Approach: Cognitively Oriented Curriculum Model

Sponsoring Organization: High/Scope Educational Research Foundation

Basic Values and Beliefs

The High/Scope Cognitively Oriented Curriculum is concerned with educational change through the implementation of a curriculum framework based on Piaget's developmental theory. This framework focuses on the underlying cognitive processes that are the ground from which the child learns the formal systems for acquiring and organizing knowledge of the world.

Piaget characterizes the child's intellectual development as occurring in a series of stages, the early stages preparing for and providing the basis for later stages. In each sequential stage, the direction of development is toward increasing capability on the child's part to understand and use more and more abstract and complex relationships between things, people and events in the environment. To Piaget, logical thinking and the ability to represent the environment are developed when a child learns about surrounding objects through interaction with the environment; sees relationships among the objects and events; and begins to group and order these events and objects.

High/Scope has developed the Cognitively Oriented Curriculum to provide children experiences through which intellectual process skills will develop -- process skills which are needed to organize and see relationships in the physical and social world and which are important to the later development of academic skills. The primary goal of the cognitive curriculum is to develop the concepts, processes and attitudes that enable children to assimilate new knowledge and to relate it to their environment.

High/Scope's concern for children begins with the belief that education must be a "real life" experience. Children will enjoy school and learn to think with confidence in themselves and openness to others if:

1. they have the right to be active and are encouraged to speak;
2. the materials in the classroom are challenging, accessible and can be used in a variety of ways; and
3. the teachers are involved with the children and understand their ways of thinking and feeling.

BANK STREET

Name of Program Approach: Developmental-Interaction Approach

Sponsoring Organization: Bank Street College

Basic Values and Beliefs

The Bank Street program approach is a developmental-interaction approach concerned with:

1. the growth process of individual children through various stages of development; and
2. the quality of their interaction with people and with materials which foster such development.

Building a total environment -- intellectual, social and physical -- in which children develop and interact productively requires a competent staff, skilled in assessing individual children's strengths and needs, and in establishing processes for learning. Hence, an initial thrust and a continuing concern of the program approach is staff development.

Key Concepts and Perceptions

1. The principles of educating all children are the same.
2. Each child must be considered individually, not simply for rate of growth and learning, but also for style and life experiences. This means that, in essence, each child with the teacher, builds an individual curriculum. Group life and learning generate the context within which this planning for individual children can be enacted.
3. The learning environment is built around age-appropriate work and play activities, which are indicators of out-of-school interests, concerns and experiences. This concept influences the selection and use of learning materials, the manner in which the classroom is organized and the home-school interaction that is established.
4. The child is becoming a self-directed learner -- perceiving learning as useful and pleasurable with motivation to select and develop individual learning resources.
5. The teaching person is attentive, responsive and knowledgeable about the learning process -- supporting and guiding the child's individual growth and development.
6. The processes which enable the child to learn and develop at school are based upon years of study and experimentation by the sponsor. Developing understanding and use of these processes by staff, parents and children is the most important task of the sponsor.

EDC

Name of Program Approach: EDC Open Education Program

Sponsoring Organization: Education Development Center (EDC)

Basic Values and Beliefs

EDC does not sponsor a program approach in the usual sense. It sponsors, rather, an approach to the educational process, which has evolved from practices developed in British infant and primary schools. Some notable characteristics of this approach include the use of an advisory system of support, encouragement of children to participate in the planning of their own school day, personalization of curriculum and the use of interest centers. Research in child development, and knowledge gained in the United States about schools and curriculum during the past two decades, also influences the EDC approach.

The sponsor feels that children should be actual participants in their own learning process, investigators of a range of materials and problems. Each child's particular stage of development should be respected by teachers and used as a basis for teaching the individual.

The EDC approach is characterized by the nature and purposes of the human interaction which it fosters. Among the primary views at EDC which influence its behavior as a sponsor are the following:

1. each person in a social system can contribute significantly to the growth, learning and support of others in that system;
2. anyone in a learning role may legitimately serve as a resource, a stimulator, a suggestor, a facilitator, a learning colleague, or upon request, as an instructor;
3. parents can be classroom resource people, as well as guides and innovators of program policy;
4. understanding is key to human development and involves experiential as well as intellectual knowledge. A child's understanding is developed through interaction with other people and with materials;
5. the learning environment, therefore, should be filled with a variety of aesthetically and intellectually attractive materials;
6. although commercial materials are useful, natural objects and other materials are often of equal or greater value for classroom use;
7. evaluation, in its traditional, formal, testing sense, is frequently negative in its influence on people as well as on program development. Therefore, new formative ways of perceiving each child's growth and development are needed in order to supplement the usual summative types of child outcome evaluations;

8. the acquisition of affective and cognitive skills and content are equally important. One area should not be emphasized to the detriment of the other. The acquisition of these skills will come about when diverse teaching styles are employed and the variety of children's learning styles are respected; and

9. the development of the capacity within the Follow Through communities to independently carry on the implementation of the educational program is valued.

FLORIDA

Name of Program Approach: Florida Parent Education Program

Sponsoring Organization: University of Florida, Institute for Development of Human Resources in the College of Education

Basic Values and Beliefs

The central thrust of the program approach is toward the home learning situation and the relationship between home and school rather than on the classroom instructional process. A primary assumption is that a child's family is the central, most important and most long lasting learning institution. Parents are viewed as primary influences on their children's intellectual development.

Although institutional change in classrooms and schools is conceived as essential to the success of the Florida approach, the sponsor does not propose to prescribe a curriculum or classroom organization. The sponsor does, however, recommend teaching styles applicable to home and school. They believe that change occurs as the school adapts to the presence of community people in the classroom and to parents in policy-making and decision-making positions. Ultimate aims of the approach are for parents and teachers to become working partners and, as a consequence, for the school and its curriculum to adapt to the needs and demands of its community.

Key features of local implementation follow.

1. Parent Educators work in the classroom and visit parents in their homes weekly. The primary purpose of home visits is for the Parent Educator to teach an enrichment type home learning activity to the parent, who later teaches it to the child.
2. Teams of parents and staff at each project site create sets of home learning activities. Parent Educators assist parents in developing home learning activities during home visits.
3. Policy Advisory Committees are organized into specialized subcommittees and involved in the day-to-day operation of the program. Areas of Policy Advisory Committee decision making include personnel selection, proposal writing, home learning task writing and evaluation, grievances, comprehensive services, career opportunities, budget and project evaluation.

HAMPTON

Name of Program Approach: Hampton Institute Nongraded Model

Sponsoring Organization: Hampton Institute

Basic Values and Beliefs

Specific program objectives include:

1. changing the organizational pattern of the school from graded to nongraded;
2. implementing an individualized program for pupils;
3. utilizing pupil evaluation procedures compatible with a nongraded philosophy;
4. utilizing a clinical approach to the diagnosis and prescription of instructional tasks;
5. providing a stimulating classroom environment;
6. involving parents in the program;
7. effectively utilizing paraprofessionals; and
8. allowing children to participate in planning of classroom activities and in evaluating the success of these activities.

Inherent in the Hampton philosophy are strong beliefs about how children learn and why disadvantaged children, in particular, demonstrate cumulative learning deficiencies within traditional classroom frameworks. Primarily, the sponsor believes that children have individual needs, goals and learning rates which are determined by parental attitudes, sociocultural environment and personal capabilities. Traditional classrooms ignore these individual distinctions, whereas a nongraded classroom incorporates them into its structure and methodology.

Site schools remove formal grade lines, develop multi-aged, heterogeneous groupings of children, encourage flexibility and differentiation in teaching methods, materials and study procedures, and focus on self-directed activity and continuous pupil progress through mastery of graduated skills.

PITTSBURGH

Name of Program Approach: Individualized Early Learning Program

Sponsoring Organization: Learning Research and Development Center of the University of Pittsburgh (LRDC)

Basic Values and Beliefs

A basic premise of the Pittsburgh model is that individualized instruction develops positive learning patterns as well as mastery of specific academic skills resulting in positive affective outcomes. To adapt instruction for each child, knowledge and skills must frequently be assessed.

The Pittsburgh approach views the learning environment as critical to child development and achievement. It attempts to provide both an atmosphere conducive to confident learning and also an instructional program that will ensure success now and facilitate it in later school years. Accordingly, the program is designed for the pupil to make regular progress toward mastery of objectives at his own rate, to engage the child in the learning process through active involvement that is often self-directed and to permit the child to play a major role in evaluating the quality, extent and rapidity of his own progress.

Therefore, program approach strategies include:

1. curricula organized into hierarchical sequences;
2. specified teaching strategies for providing an adaptive environment for learning;
3. clearly defined organization and management of an individualized classroom;
4. diagnosing and placement of individual students in the curricula according to current skills and instructional needs;
5. provisions for training teachers and paraprofessionals to work in the new environment;
6. skills specified for working with and training parents in both the classroom and the home to support and facilitate student learning;
7. the development and identification of instructional materials and teaching strategies to provide a variety of paths for attainment of the objectives; and
8. an information feedback system providing the student and the teacher with the information necessary for continuous evaluation and for diagnosis and prescription of learning.

NORTH DAKOTA

Name of Program Approach: The New School Approach to Follow Through

Sponsoring Organization: University of North Dakota

Basic Values and Beliefs

The New School Approach is child-centered and is built on several assumptions about the nature of children during their early school years: children are naturally curious, intensely involved, willing to face uncertainty, open, honest, respectful of themselves and others, self-directing and able to take responsibility for their own learning.

The sponsor accepts the idea that in this age of "knowledge explosion" there is no universal, unchanging body of knowledge that all children should master, but it is vital that children master the methods of learning so that they can continue to acquire knowledge all their lives. The sponsor assumes that the teacher's job is to find processes by which the child's natural sense of wonder and curiosity can be harnessed and converted into a commitment to learning.

For these reasons, the New School Approach concentrates on changing the classroom environment. The primary concern of the program approach is designing environments in which learning how to learn, or the process of learning, is more important than the specific content of classroom activities. It is assumed that a more open environment will result in more flexible people, while a closed environment will result in more rigid adults.

In order to create a more open classroom environment, the sponsor focuses primarily on helping the teachers reappraise their roles. Redefinition of roles takes place when the teacher changes from a drillmaster of specific cognitive content to a designer of content resource centers and a coordinator of learning processes. Successful change takes place when the teacher shifts the emphasis from teaching to learning.

GEORGIA STATE

Name of Program Approach: Parent Supported Application of the Behavior Oriented Prescriptive Teaching Approach (BOPTA)

Sponsoring Organization: Georgia State University

Basic Values and Beliefs

This is a diagnostic program which focuses on the interactions of parent with child and teacher with child. The program approach is based on the belief that most parents are capable of and have the desire to increase their own skills for improving their child's learning. Likewise, teachers, when given adequate support and opportunities, can provide more effective learning situations for the children in their classrooms. The schools, parents and community can provide more successful learning and developmental opportunities cooperatively than any one group can alone. The Parent Supported process provides for improvement and systematic use of the child-helping skills of parent, paraprofessional and professional.

A core of beliefs about children, learning, instruction, parents and the educational process is incorporated into the program.

1. Individuals learn what they need and want to learn if the opportunities are provided irrespective of measured intelligence or social class.
2. There are a series of skills, attitudes and knowledge that will help children "learn to learn." These objectives are content free and are appropriate through the primary years. They can be identified and written down clearly so that parents and teachers can more easily tell how to assess and provide instruction.
3. Learning is a cumulative and hierarchical process. What is learned depends to a great extent on what has been previously learned; and each skill, concept or attitude is built upon previously learned skills, concepts and attitudes.
4. Instruction is best thought of as opportunities for learning planned by one human for another.
5. Children may or may not take advantage of instruction. It depends upon the child's previous ratio of success and failure experiences, the incentives available and the degree to which the new learning situation represents a manageable difference between what the child can already do and what the task demands.
6. Instruction is the shared responsibility of parents, teachers and members of the community at large. The local staff, with the support of the sponsor, creates the learning activities which children need.
7. There is a finite, definable number of attitudes and instructional skills that parents and teachers can use systematically and selectively.

8. Instructional skills are to be applied differentially. The choice of the instructional plan depends on the objective, the child and the motivating factors available, not on some preconceived idea of how children should be taught.

9. Instruction without continual involvement in the development and revision of objectives, procedures and evaluative criteria is self-defeating. But the revision of these objectives, procedures and criteria without data on children's performance and attitudes toward learning is meaningless.

FAR WEST

Name of Program Approach: Responsive Education Program

Sponsoring Organization: Far West Laboratory for Educational Research and Development

Basic Values and Beliefs

The Responsive Education Program is based on building a pluralistic society through strengthening educational experiences to respond to the uniqueness of learners as individuals and group members. A basic tenet of the program recognizes and encourages parental and community involvement in the educational system. Three major goals provide direction for program operations. The program will assist the learner to:

1. experience and develop behaviors for a cultural pluralistic environment;
2. develop a healthy self-concept; and
3. develop cognitive abilities.

Each of these program goals is supported by a set of learner objectives.

Cultural Pluralism:

The learner likes him/herself and his/her people.
The learner has factual information about his/her cultural and ethnic group from the perspective of the group.
The learner is aware of and respects facts about other cultural and ethnic groups' historical past and present.
The learner values human dignity and worth and applies these values to human rights and social justice.
The learner perceives options available to him/her and uses them for problem solving to meet personal, community and world needs.

Healthy Self-Concept:

The learner uses his/her own values and ideas.
The learner uses feelings authentically and appropriately.
The learner identifies and uses resources in problem solving.
The learner uses possibilities within limits.
The learner self-evaluates and takes credit for his/her accomplishments.

Cognitive Development:

The learner uses a variety of means for perceiving and gathering data.
The learner uses a variety of means for interpreting or comprehending data.

The learner selects appropriate means for internalizing or integrating the data.
The learner selects an appropriate process for assessing and applying the data.
The learner uses these four abilities in the acquisition and application of curriculum content and skill development.

The teacher is an integral and key contributor in a responsive learning environment. As a skilled observer of the learners, the teacher documents activities and behaviors, responds to the learners in a manner that supports and contributes to responsive objectives and principles and establishes an educational climate, develops a curriculum and facilitates student experiences.

The student in a responsive learning environment engages in exploring, planning, choice making and goal setting to discover individual self-strengths, preferences and liabilities. The student develops a repertoire of abilities for building a broad and varied experiential base as well as self-consciousness. The student interacts with all aspects of the educational environment, including other students. Individually or within a group, the student may take on the role of leader, follower or evaluator. These interactions can be curriculum-oriented and may also involve personal and social issues.

ARIZONA

Name of Program Approach: Tucson Early Education Model (TEEM)

Sponsoring Organization: University of Arizona

Basic Values and Beliefs

The Tucson Early Education Model has its roots in an innovative program seeking to stimulate intellectual development of children. The model focuses on children's natural growth and development utilizing accepted principles of learning and the recognized social and technical needs of society. The model is humanistically oriented and aimed at meeting individual needs.

The model focuses attention on the relationship between the development of language and intellectual skills which state a child's learning of words and meanings depends upon having experiences related to them. The child will acquire a vocabulary for things, objects or relationships that have been experienced. Based on these assumptions, the TEEM Follow Through Model emphasizes a language experience approach. The classroom setting is designed to support experience in the use of language and ultimately learning to learn skills. How a child learns is seen as more important than what is learned.

TEEM program goals are categorized into four areas of instruction.

1. Language competence: learning concepts, meanings, forms of language and particularly skills in using language.
2. Intellectual skills: capabilities such as predicting, discriminating, evaluating alternatives, question asking, classification, problem solving, etc.
3. Motivation and attitudes: positive attitudes toward self and learning, expectations of success.
4. Societal arts and skills: arts and skills such as writing, reading, cooperation and planning.

Important teaching approaches of the model are based on a set of assumptions about learning.

1. Children bring differing sets of attitudes and skills to school. They have different styles of learning and differing experiences from which to build. The model designers, therefore, believe in individualization of the curriculum. Children choose among teacher-planned alternative activities and materials. Teachers and children also plan together to create their own materials and ways of approaching tasks.
2. Children develop language skills by imitating peers and adults. TEEM believes in systematically incorporating imitation processes into classroom practice by training teaching staff in techniques of imitation and modeling and in providing settings for learning which stimulate verbal interaction.

3. Children come to view learning as a satisfying experience and school as a source of important and rewarding activities if they frequently experience positive social rewards. Teaching staff are trained to use social reinforcements, such as praise and attention.

4. Children can apply their skills and abilities to multiple settings, objects and events if taught in a functional setting and provided an array of experiences within and beyond the classroom. TEEM thus emphasizes developing skills for generalization to many situations.

5. Children learn language, intellectual skills, attitudes and societal arts and skills simultaneously. The integration of the four goal areas in learning activities is called orchestration. The TEEM approach seeks to support this process by developing interrelated skills in a single context and a real setting.

OREGON

Name of Program Approach: University of Oregon Engelmann/Becker Model for Direct Instruction

Sponsoring Organization: University of Oregon

Basic Values and Beliefs

The Engelmann-Becker Model has been conceptualized as an alternative to traditional teaching methods and classroom philosophy, which have proven themselves ineffective in accelerating achievement rates of disadvantaged children. It has been conceived as an alternative teaching approach not only for administrators and teachers in educational institutions, but also for parents as managers of children at home. The program is premised on the assumption that every child can achieve well in school if comprehensive and consistent instruction occurs from year to year. Conversely, pupil failure is a direct result of instructional failure. Disadvantaged children lag behind in developing relevant skills (particularly language concepts) for classroom success, so that their learning rate must be accelerated to reach the achievement levels of non-disadvantaged children.

A series of assumptions are basic to the approach:

1. increased manpower in the classroom can enable children to work in small groups at adjustable rates and increase each child's frequency in making learning responses;
2. a structured daily program and sequential programmed lessons enable teachers to have a clear plan of action;
3. programming strategies should teach the general case (usually called intelligent behavior) rather than focusing on specifics (called rote behavior);
4. teaching methods involving systematic use of reinforcement principles can ensure success for each child;
5. an in-service training program provides continuous staff support and development;
6. continuous program monitoring of child performance enables remediation before learning failures accumulate; and
7. periodic performance evaluation of children and teachers establishes comparative rates of progress and provides necessary information for further program development.

APPENDIX C

SELECTED BIBLIOGRAPHY OF FURTHER INFORMATION ON PROGRAM APPROACHES

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The following listing is not meant to be a complete bibliography on implementation, but instead serves as a guide for those wanting further information about program approaches.

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